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

**Approval form for Primary Care Network Learning Environment**

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This document forms the application for Thames Valley and Wessex (TVW) approval of a Primary Care Network learning environment (PCNLE).

## Introduction

NHS England’s Workforce Education and Training Directorate (WT&E) (formerly Health Education England) is responsible for the quality assurance of the education and training of healthcare learners in England. The assurance and approval of Primary Care learning environments has been delegated to local Primary Care School teams.

**Background**

A learning environment and culture refers to the settings within which learners are located and where the activity of education and training takes place. The PCN learning environment approval process is simply about stepping up the approval of learning environments from an individual practice level to a PCN-wide level, for wider workforce learners in primary care.

Establishing a PCN as a single learning environment presents an opportunity for PCNs to work collaboratively at scale to expand educational capacity and support the development of a sustainable workforce.

The PCNLE approval process does not apply to GP trainees or medical students. It co-exists alongside and does not impact existing GP training site approval and GP trainer approval processes. PCNs should liaise with their GP School regarding GP learners to remain in line with their hosting and supervisory requirements. It also does not cover the approval of Educators / Supervisors, which remains the responsibility of the relevant governing bodies.

The term wider workforce learners refers to undergraduate and postgraduate learners for the following professions:

Undergraduate level / pre-registration

* Dieticians
* GP assistants
* Nurses
* Nursing associates
* Occupational therapists
* Paramedics
* Pharmacists
* Pharmacy Technicians
* Physicians Associates
* Physiotherapists
* Podiatrists

Postgraduate level

* General Practice Nursing (GPN) Fundamentals learners
* First Contact Practitioners
* Pharmacist Independent Prescribers

## Purpose of PCN wide approval of learning environments

* Previously, approval of learning environments in Primary Care has been at individual practice level, with reapproval required for new learners and new placements, e.g. If a practice was an approved training site for nursing students, they would have to be re-approved to host other wider workforce learners
* Introduction of PCNs as learning environments means that all the organisations within a PCN who apply for approval form a joint learning environment, enabling them to host wider workforce learners across multiple sites
* The approval process has been streamlined into a one-off application for each PCN, reducing administrative burden
* Once a PCN is approved as a learning environment they can host any wider workforce learners, including learners from professions they have not previously provided placements for, e.g. a PCN that previously has only hosted nursing students may now host any wider workforce learner, such as a trainee paramedic or pharmacy student, without reapproval or audit
* Training sites may include GP surgeries, care homes, voluntary organisations, community pharmacy, community-based services or any clinical educational environment evidenced as appropriate to host learner placements for primary care
* Although encouraged, not all GP practices in a PCN are required to be part of PCN learning environment approval
* Benefits of becoming a PCNLE include:
* Increasing the numbers and range of wider workforce learners training in Primary Care, and considering Primary Care as a first destination career choice
* Addition of learners to the primary care team provides additional resource, increases diversity and differing skill sets, promotes inter-professional learning, and develops critical thinking within teams (markers of good quality care tend to be higher in practices that “train”)
* Developing a workforce pipeline to increase recruitment of the PCN workforce
* Retention of existing workforce through improved connection, support, and development
* Opportunity to share learners across multiple practices, increasing estate and supervisory capacity and creating integrated pathways for learning
* Enabling smaller practices to have a role in workforce development and education
* Improving PCN ability to deliver high quality workforce support, training, and education
* Promotes sharing of good practice across the PCN
* Financial benefits and generation of income through placement tariff to sustain training development
* Streamlines learner placement approval paperwork, reducing duplication of multiple audits and quality approval processes
* Strengthens the visibility of primary care in academic curricula and programme development

**Developing a PCN learning environment**

* Once a PCN is approved as a learning environment Higher Education Institutions (HEIs) can place undergraduate wider workforce learners within the PCN learning environment
* Learner placements are based on mutual agreement, PCNs can accept or decline placement requests. Learning Environment Leads can help PCNs understand the range of learners in primary care and support facilitation of placements
* Next steps following approval is for PCNs to develop their learning environment, which may include:
  + workforce and supervisor mapping
  + developing existing or innovative structures for supervision
  + expanding learner placements
  + expanding training sites, to include for example, care homes, voluntary organisations, community pharmacy etc.
  + developing new integrated, interprofessional pathways for learning
  + introducing new learners
  + standardising governance across the PCN
  + generating sustainable income through tariff to maintain an education / administrative team to facilitate learner placements and support training development
* One-off project funding of £21,000 has been made available to PCNs to support the development of their PCN learning environments. Project deliverables include:
* Nominate a lead educator and administrator
* Develop a PCN induction framework
* Develop a PCN placement profile
* Develop PCN placement plans / pathways
* Develop and maintain an Educator Database
* Support for your PCN education team to develop a high-quality, sustainable learning environment is available from the Primary Care School (Learning Environment Facilitators and Learning Environment Leads)
* Further information, resources and support for next steps following approval are available on the [website](https://wessex.hee.nhs.uk/wider-workforce/tvw-primary-care-school/tvw-pcs-training-hubs/development-opportunities/primary-care-network-level-learning-environment/pcn-le-resources/).

**Quality Assurance**

* PCN learning environment approval approves PCN’s to host wider workforce learners, in line with pre-existing quality assurance processes
* The approval of a PCN as a training location is ‘one off’ and lifelong
* Reapproval is risk based
* Approved PCNs will be required to complete a short **annual self-assessment tool** to ensure continued educational governance
* Existing continuous quality assurance measures are in place for students, placements and Higher Education Institutions (HEIs) to escalate quality concerns in real time
* PCNLE approval supersedes the requirement for placement audits, however, some HEI’s may opt to continue local assurance processes

### Approval process

To apply for approval as a PCN-wide learning environment, PCNs are required to:

1. Complete the Primary Care Network learning environment approval document
2. Submit finalised approval document for review at a verification panel

For an in-depth, step-by-step guide to the approvals process, including who to contact for support, please refer to the [Flowchart for PCNLE verification](https://wessex.hee.nhs.uk/wp-content/uploads/sites/6/2023/09/TVW-Flowchart-for-Primary-Care-Network-Learning-Environment-verification.pdf).

## Approval form

* The approval form includes:
* data on all educators and training locations within the PCN
* a quality self-assessment mapped against the [Health Education England Quality Framework (2021)](https://wessex.hee.nhs.uk/wp-content/uploads/sites/6/2023/04/HEE-Quality-Framework-2021-1.pdf)
* PCNs must complete the approval form to demonstrate how their learning environment meets quality standards by providing supporting evidence and learner examples
* Each PCN submits one approval form. The applying PCN will therefore need to decide who takes responsibility for completing the self-assessment form
* If your PCN comprises multiple practices you may wish to ask each practice to complete the form and collate their responses into one PCN application
* To improve ease of completing the form and achieving approval at the earliest point a collaborative multi-professional approach to completing the approval form is recommended, e.g., identify and involve key players in your PCN including clinical, administrative, and educators who have experience in supervising / assessing learners, placing learners and completed audits or will be involved in developing the learning environment
* When completing the approval form PCNs may identify areas that require further development, depending on organisational capacity and maturity
* PCNs are encouraged to be reflective and share areas that they have identified as requiring development or improvement to enable the Primary Care School to provide support to continuously improve learner placements
* A PCN can still be approved as a learning environment even where quality measures have not been fully achieved, provided a SMART (specific, measurable, achievable, realistic, and timely) action plan is identified setting out how these quality measures will be met
* Approval outcome decisions are based on information provided in the approval form and informed by discussions at verification panel. Additional supporting documents will not be accepted, please avoid references to information in other documents
* Step by step guidance has been developed to support you to complete the approval form. If you have queries when completing the document, we recommend that you refer to the supporting guidance
* Additional supportive resources can be found on the Primary Care School [website](https://wessex.hee.nhs.uk/wider-workforce/tvw-primary-care-school/tvw-pcs-training-hubs/development-opportunities/primary-care-network-level-learning-environment/)
* If further information is required, please contact your learning environment lead by emailing the [TVW Primary Care School shared inbox](mailto:england.primarycareschooltvw.se@nhs.net)

## Verification panel

* Verification panels are conducted virtually on Microsoft Teams
* PCNs pre-book on to a panel and submit their finalised approval form three weeks before panel
* The verification panel comprises:
  + A Chair from the Primary Care School Senior Leadership team
  + A Quality representative
  + An HEI representative
  + Administrative support
* Additional members may include learning environment leads, representatives from other professional schools, lay representatives and student representatives
* PCNs are invited to attend panel to provide context and address queries that may arise during panel review. PCNs will not be present during outcome decision making
* The panel review the approval form to determine whether there is sufficient, good quality evidence that demonstrates the PCN meets the required quality measures, mapped to the standards in the HEE Quality Framework. An outcome is collectively awarded
* PCN approval is assessed on the evidence presented in the paperwork. Additional information or context may be provided by the learning environment lead or PCN representative
* Please note no site visits are required

**Outcomes**

The possible outcomes are:

* Approved as a PCN learning environment
* Approved as a PCN learning environment with actions
* Not approved as a PCN learning environment

The outcome will be emailed to the named PCN Educational Lead, with required actions where further work or evidence is required, within two weeks of the panel.

### Scope

PCNLE approval occurs at one point in time. It provides a snap shot of your PCNs **current** learner capacity and hub placement sites.

Only ‘hub’ placement sites seeking approval to host wider workforce learners should be listed on the approval form. However, we encourage PCNs to include details of any current ‘spoke’ placements for formative learning to enable the panel to understand the learner journey across their PCN. Examples of spoke placements might include but are not limited to, a learner visit to a care home or community pharmacy, or a day spent with local community teams e.g. District nurses, a homeless healthcare team or with a local charity such as a food bank.

Only the current learner placements that you offer should be captured on the approval form. However, whilst completing the approval process**,** we encourage PCNs to think about how they can introduce new learners to their learning environment.

Likewise, we encourage PCNs to include details of medical students, Foundation doctors, GP trainees and GP Retainers to provide the verification panel with an understanding of their learning environment and potential for interprofessional educational opportunities.

PCNs vary in composition. If your PCNs is comprised of a single GP practice, you will only provide details of one site for approval as a hub placement on the approval form. Some PCNs may be a collaboration of multiple GP practices, or already have other established training sites, e.g. care homes. In this case, you will be required to provide details for each hub placement seeking approval.

As you develop your PCN learning environment, any new ‘hub’ placement sites that are developed do not automatically join the PCN learning environment. A new ‘hub’ site, that was not approved as part of the initial PCNLE approval process, requires ‘one off’ approval to join the PCN learning environment by completing an [**additional site approval form**](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwessex.hee.nhs.uk%2Fwp-content%2Fuploads%2Fsites%2F6%2F2023%2F04%2FTVW-PCS-Primary-Care-Network-Learning-Environment-Additional-site-Approval-document.docx&wdOrigin=BROWSELINK).

## Primary Care Network learning environment approval form

Please complete this form 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

|  |  |
| --- | --- |
| **Locality details** | |
| **Name of PCN** |  |
| Integrated Care System  (BOB, Frimley, Hampshire and Isle of Wight) |  |

|  |  |  |
| --- | --- | --- |
| **Organisation details** | | |
| Please list all the GP surgeries that are part of your PCN and state whether you are requesting their approval as a ‘hub’ training site  Please state any other organisations applying for approval as a ’hub’ training site within your PCN | | |
| Name of ‘hub’ placement site | Type of placement site *e.g., GP practice, community pharmacy, care home, voluntary organisation* | Are you requesting approval for this ‘hub’ site? |
|  |  | Choose an item. |
|  |  | Choose an item. |
|  |  | Choose an item. |

*Please add additional lines as necessary*

|  |
| --- |
| * If applicable, state why any GP practices in your PCN are not applying for approval as a training site * How might you mitigate the potential impact of their nonparticipation on the PCN learning environment? * How do you plan to work together towards integration in the future? |

### 

### Individual site details

Please complete the table below **for each hub site** requesting approval as a training site within your PCN. If there is more than one site seeking approval within your PCN please add additional site tables from ([Appendix 1](#Appendix)) as necessary

|  |  |
| --- | --- |
| **PCN site one – organisational details** | |
| Name of site |  |
| Type of organisation  *e.g., GP practice, care home, out of hours service, community pharmacy etc.* |  |
| Address |  |
| Post code |  |
| Telephone number |  |
| Website address |  |
| Organisational code  *e.g., ODS code for GP practice* |  |
| Name of Practice Manager (PM) or Business Manager (BM) |  |
| Email address of PM / BM |  |
| Name of education lead for PCNLE |  |
| Email address of education lead for PCNLE |  |
| 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]* |
| (If applicable) List the HEIs (universities) you currently work with to provide learner placements |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of educator / supervisor / assessor | Profession | Registration number | Type of supervisor  *e.g.*  *- GP Educational Supervisor (ES)*  *- GP Clinical Supervisor (CS)*  *- Nursing and Midwifery Council (NMC) Practice Assessor*  *- NMC Practice Supervisor*  *- Road Map Supervisor*  *- Designated Prescribing Practitioners*  *- AHP Practice Educators*  *- Other, please specify* | Education qualifications / course and year of completion |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

*Please add additional lines as necessary*

|  |  |  |
| --- | --- | --- |
| **PCN site one – Current learner capacity** | | |
| Please map **current** capacity this site has to host learners (not future learner capacity). *i.e. If your site hosts up to 2 nursing students at a time, but currently has no students on placement. Current no. of learners = 0, Max no. of learners on site at any one time = 2* | | |
| Types of learner  E.g.  Dieticians  GP assistants  Nurses  Nursing associates  Occupational therapists  Paramedics  Pharmacists  Pharmacy Technicians  Physicians Associates  Physiotherapists  Podiatrists  Other, please specify | Current number of learners | Maximum number of learners on site at any one time |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

### 

### Organisation declaration

|  |  |
| --- | --- |
| By completing this application, we acknowledge and guarantee:   * Compliance with the Quality Standards in the Health Education England Quality Framework and the six domains set out within this approval form * 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 | |
| Form completed by |  |
| Signature  e.g. Senior Partner / Education Lead |  |
| Role within the Organisation |  |
| Email address |  |
| Date |  |

*If there is more than one site seeking approval within your PCN please add additional site tables from (*[*Appendix 1*](#Appendix)*)*

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|  |
| --- |
| Panel comments or actions relating to organisation details |
|  |

## Quality self-assessment

The self-assessment below covers six quality areas mapped against the [Health Education England Quality Framework (2021),](https://healtheducationengland.sharepoint.com/Comms/Digital/Shared%20Documents/Forms/AllItems.aspx?id=%2FComms%2FDigital%2FShared%20Documents%2Fhee%2Enhs%2Euk%20documents%2FWebsite%20files%2FQuality%2FHEE%20Quality%20Framework%202021%2Epdf&parent=%2FComms%2FDigital%2FShared%20Documents%2Fhee%2Enhs%2Euk%20documents%2FWebsite%20files%2FQuality&p=true&ga=1) which provides quality specifications of the standards of delivery of education and training required to assure the quality of clinical learning environments. You are required to provide evidence of how your PCN meets these quality measures, supported by relevant wider workforce learner examples.

Please note, the quality measures assessed below have been adapted and do not directly correlate to the six quality domains of the Quality Framework.

1. [**Creating a culture of quality, safety, learning and continuous improvement**](#Culture)
2. [**Educational governance and risk management**](#Education)
3. [**Delivering programmes and curricula**](#Curricula)
4. [**Facilitating learning**](#Learning)
5. [**Supporting and developing learners**](#Learners)
6. [**Supporting and developing supervisors**](#Supervisors)

To avoid duplication, we advise you to read all six sections below to understand the scope of evidence required **prior** to starting the self-assessment. We encourage you to try and use new examples, however, evidence can be cross-referenced if it demonstrates compliance in more than one area. However, for ease of panel review please ‘copy and paste’ relevant evidence into the evidence box, do not refer back to a previous section.

# Guidance for completing the approval form

### General areas of good practice

* It is recommended that you refer to the supporting guidance document to support you to complete the quality self-assessment. The Learning Environment Facilitators can provide PCNs with additional coaching support to complete the approval form
* State how supporting evidence for each quality domain links to learners. Provide learner specific examples demonstrating how you are meeting each quality standard in practice
* Evidence provided should go further than listing governance policies, e.g. ‘equality, diversity and inclusion (EDI) in place’. Demonstrate how learners are made aware of and supported to engage with relevant policies; if applicable demonstrate how learners were involved in developing these policies; provide an example of how EDI policies have been applied to learners in practice
* When referencing how your PCN responds to concerns and learns from the experience and outcomes of patients and service users, please provide balanced (positive and negative) examples
* Identify examples of inter-professional learning
* Identify examples of learner engagement in quality improvement
* Identify career progression opportunities for your learners
* Celebrate your successes, share examples of good practice identified across your PCN that you are proud of

### Key points HEIs look for

* A key difference from GP trainee and medical student placements, is that individual HEIs are responsible for meeting the Regulatory requirements for the different professional bodies for the wider workforce learners that they place. HEIs require robust evidence to be documented on the approval form to provide assurance that PCNs are meeting quality standards
* Focus on wider workforce learners. Whilst references to GP trainees and medical students are useful for the verification panel to understand your PCNs history in supporting learners, ensure that all the evidence in the approval form links back to support of wider workforce learners
* It is good practice to meet with local university faculties to support learner placements, particularly when your PCN is establishing new pathways for wider workforce learners. The verification panel will be looking at how you plan to / already engage with HEIs
* HEIs are a valuable resource to support learners. Demonstrate how your PCN communicates with HEIs and links in with their concerns escalation processes. All HEIs have collaborative processes for their placement partners to do this
* Evidence how your learning environment ensures the supernumerary status of pre-registration learners if required e.g., how would someone external to your organisation know a learner was supernumerary if they visited a practice in your PCN?

1. **Creating a culture of quality, safety, learning and continuous improvement**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Quality measure** | **NHSE Quality Framework standards** | **Evidence**  Include examples of activities, processes or policies that demonstrate how you meet each quality measure  Provide at least one learner example to support each quality measure  If you identify areas that require further development, write a SMART action plan stating how these quality measures will be met |
| 1 | Learners are hosted in an environment that ensures the safety of staff, learners and patients; delivers effective, compassionate care; and prioritises a positive experience for patients and service users | 1.5/1.6 |  |
| 2 | Governance mechanisms are in place for learners, placement providers and HEI’s to identify, raise, act on and share concerns.  All staff, including learners, are actively supported to raise concerns without fear of negative consequences i.e., about standards of care or learner’s knowledge | 1.7/2.6/2.8/4.7 |  |
| 3 | The learning environment is sensitive to the diversity of both learners and the patient population a placement serves.  Evidence of engagement in workforce planning to support the development of learners who meet the needs of the local population.  Evidence of engagement and ownership of equality, diversity, and inclusion to create a learning environment that is fair, inclusive, and supportive of all learners, regardless of background or professional group | 1.2 /1.3 /1.8/ 2.2/6.3 |  |
| 4 | The learning environment can demonstrate parity of access to learning opportunities and support for learners with a variety of learning and educational needs, making reasonable adjustments where required.  Any potential differences in educational attainment are identified and addressed | 1.2/2.3/3.3/3.2 |  |
| 5 | Learners are valued members of the healthcare team whilst in the placement area and enabled to actively contribute to the team’s work | 1.1/1.2/3.8 |  |
| 6 | The learning environment values and champions learning. There is a culture of continuous learning where giving and receiving constructive feedback is both encouraged and routine practice | 1.1/1.4 |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| **1 - Creating a culture of quality, safety, learning and continuous improvement** | | | |
| Quality measures (please highlight) | Achieved | Not fully achieved | Not achieved |
| Overall assessors’ comments | | | |
| *e.g. areas of good practice*  *Note to Chair: Comment required if quality measures not fully achieved – please state actions below if required for approval as a PCNLE* | | | |
| Please add comments regarding requirements to meet unmet or partially met standards | | | |
| Quality measure | Action required | | |
|  |  | | |
|  |  | | |

1. **Educational governance and risk management**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Quality measure** | **NHSE Quality Framework standards** | **Evidence**  Include examples of activities, processes or policies that demonstrate how you meet each quality measure  Provide at least one learner example to support each quality measure  If you identify areas that require further development, write a SMART action plan stating how these quality measures will be met |
| 7 | There is clear, visible, inclusive and joined up senior educational leadership, committed to continuous quality improvement of education and training.  Education and training issues are fed into the most senior level of decision making | 2.1/2.4/2.6 |  |
| 8 | Placement evaluations are completed, acted upon and shared with supervisors / assessors to assure ongoing development of the learning environment | 2.4/2.6 |  |
| 9 | The learning environment works collaboratively with other stakeholder organisations and HEI's to support effective delivery of healthcare education and training; spread good practice; and minimise the impact of service changes on education and training provision and capacity | 2.7/2.8 |  |
| 10 | The learning environment can demonstrate how educational resources (including financial) are allocated and used | 2.5 |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| **2 – Educational governance and risk management** | | | |
| Quality measures (please highlight) | Achieved | Not fully achieved | Not achieved |
| Overall assessors’ comments | | | |
| *e.g. areas of good practice*  *Note to Chair: Comment required if quality measures not fully achieved – please state actions below if required for approval as a PCNLE* | | | |
| Please add comments regarding requirements to meet unmet or partially met standards | | | |
| Quality measure | Action required | | |
|  |  | | |
|  |  | | |

1. **Delivering programmes and curricula**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Quality measure** | **NHSE Quality Framework standards** | **Evidence**  Include examples of activities, processes or policies that demonstrate how you meet each quality measure  Provide at least one learner example to support each quality measure  If you identify areas that require further development, write a SMART action plan stating how these quality measures will be met |
| 11 | The learning environment provides suitable educational facilities, including adequate estate, IT systems, library and knowledge services, policies, procedures and guidelines | 1.1/1.11/1.12 |  |
| 12 | All learners receive an inclusive and comprehensive induction/orientation into the learning environment | 1.11 / 3.9 |  |
| 13 | Timetables and workload enable learners to attend planned / timetabled education sessions needed to meet curriculum requirements | 5.6 |  |
| 14 | The learning environment has sufficient supervisor/assessor capacity to support all learners.  A record of supervisors / assessors is held.  Supervisors/assessors are highlighted on placement rota’s so all staff can identify when they have a learner working with them and can ensure supernumerary status if required | 4.2/4.4 |  |
| 15 | The learning environment facilitates the delivery of relevant parts of training programmes and provides learners with a diverse range of learning opportunities, i.e., voluntary, care sector, digital health, across care teams and providers.  Learners are empowered to take responsibility for accessing learning opportunities.  Placement areas work collaboratively with programme leads and stakeholder organisations to coordinate delivery of curricula across placements | 1.1/1.13/2.7/5.1/5.2/5.3 |  |
| 16 | All learners have access to multi-professional learning and, where appropriate, inter-professional learning opportunities that includes specialist practitioners / consultants | 1.1/1.12/2.1/5.4 |  |
| 17 | The learning environment develops new and innovative methods of education delivery to develop learners who are responsive to meet the changing needs of patients and services. E.g.  a) involving patients, service users and learners in training development and delivery  b) use of technology  c) working with the local Voluntary, Community and Social Enterprise sector  d) peer and group supervision models | 5.4/5.5/6.3 |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| **3 - Delivering programmes and curricula** | | | |
| Quality measures (please highlight) | Achieved | Not fully achieved | Not achieved |
| Overall assessors’ comments | | | |
| *e.g. areas of good practice*  *Note to Chair: Comment required if quality measures not fully achieved – please state actions below if required for approval as a PCNLE* | | | |
| Please add comments regarding requirements to meet unmet or partially met standards | | | |
| Quality measure | Action required | | |
|  |  | | |
|  |  | | |

1. **Facilitating learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Quality measure** | **NHSE Quality Framework standards** | **Evidence**  Include examples of activities, processes or policies that demonstrate how you meet each quality measure  Provide at least one learner example to support each quality measure  If you identify areas that require further development, write a SMART action plan stating how these quality measures will be met |
| 18 | Learners are supported to complete summative / formative assessments to meet the learning outcomes for their course, in a timely manner, as per programme requirements | 1.1/3.7 |  |
| 19 | Learners demonstrate clear understanding of their role and the context of their placement in relation to care pathways, service user journeys and expected outcomes for patients and service users | 3.10 |  |
| 20 | Learners are supported and developed to undertake supervision responsibilities, relevant to their stage of learning, with more junior staff/students | 3.11 |  |
| 21 | The learning environment provides opportunities for learners to engage in quality improvement initiatives which may include improving evidence-based practice, clinical audit, research and innovation | 1.9 |  |
| 22 | Learners are supported to learn constructively from the experiences and outcomes of patients and service users, both positive and negative. Evidence that students are actively involved in service user feedback and incident reviews | 1.10 |  |
| 23 | Learners receive appropriate careers advice from placement colleagues within the learning environment, including an understanding of other roles and career pathway opportunities | 4.5/6.2/6.4 |  |

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| --- | --- | --- | --- |
| **4 – Facilitating learning** | | | |
| Quality measures (please highlight) | Achieved | Not fully achieved | Not achieved |
| Overall assessors’ comments | | | |
| *e.g. areas of good practice*  *Note to Chair: Comment required if quality measures not fully achieved – please state actions below if required for approval as a PCNLE* | | | |
| Please add comments regarding requirements to meet unmet or partially met standards | | | |
| Quality measure | Action required | | |
|  |  | | |
|  |  | | |

1. **Supporting and developing learners**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Quality measure** | **NHSE Quality Framework standards** | **Evidence**  Include examples of activities, processes or policies that demonstrate how you meet each quality measure  Provide at least one learner example to support each quality measure  If you identify areas that require further development, write a SMART action plan stating how these quality measures will be met |
| 24 | Learners receive the supervision and educational support they need to demonstrate curriculum requirements and / or professional standards and, achieve core learning outcomes.  Supervision is tailored to learners’ level of experience, competence and confidence, and appropriate to their scope of practice, ensuring supernumerary status where required | 1.1/2.7/3.5/3.6/4.4 |  |
| 25 | Learners know how to seek support and are encouraged to access resources to support their physical and mental health and wellbeing | 3.1 |  |
| 26 | Supervision arrangements enable learners in difficulty to be identified at the earliest opportunity.  Learners and supervisors / assessors are encouraged to raise concerns and communicate difficulties regarding meeting learning outcomes to HEIs, actively work with them to mitigate avoidable learner attrition from programmes | 1.1/1.6/1.7/3.4/4.1/6.1 |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| **5 – Supporting and developing learners** | | | |
| Quality measures (please highlight) | Achieved | Not fully achieved | Not achieved |
| Overall assessors’ comments | | | |
| *e.g. areas of good practice*  *Note to Chair: Comment required if quality measures not fully achieved – please state actions below if required for approval as a PCNLE* | | | |
| Please add comments regarding requirements to meet unmet or partially met standards | | | |
| Quality measure | Action required | | |
|  |  | | |
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1. **Supporting and developing supervisors**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Quality measure** | **NHSE Quality Framework standards** | **Evidence**  Include examples of activities, processes or policies that demonstrate how you meet each quality measure  Provide at least one learner example to support each quality measure  If you identify areas that require further development, write a SMART action plan stating how these quality measures will be met |
| 27 | Supervisors / assessors are supported to access resources to support their physical and mental health and wellbeing | 1.6 / 4.1 / 4.3 |  |
| 28 | Supervisors / assessors have allocated time to complete learners’ assessments and documentation (formative / summative / interviews etc.) | 4.2 |  |
| 29 | The placement area can demonstrate that supervisors / assessors receive constructive feedback on their role, that their training needs are identified in relation to supporting and assessing learners, and how they are supported if considering a formal supervision role | 4.3/4.6/4.7 |  |
| 30 | All supervisors/assessors have been appropriately trained (in line with Professional Bodies, Regulators and HEI requirements) and have up to date knowledge of the programmes they are supporting, enhancing their ability to support learners’ progression | 4.3/4.4/4.5/4.6 |  |

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| --- | --- | --- | --- |
| **6 – Supporting and developing supervisors** | | | |
| Quality measures (please highlight) | Achieved | Not fully achieved | Not achieved |
| Overall assessors’ comments | | | |
| *e.g. areas of good practice*  *Note to Chair: Comment required if quality measures not fully achieved – please state actions below if required for approval as a PCNLE* | | | |
| Please add comments regarding requirements to meet unmet or partially met standards | | | |
| Quality measure | Action required | | |
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## 

## **Assessment outcome and recommendations**

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### Outcome

|  |  |
| --- | --- |
| Outcome | |
| Approved as a PCN learning environment |  |
| Approved as a PCN learning environment with actions |  |
| Not approved as a PCN learning environment |  |
| Comments and actions | |
|  | |

### Panel Members

|  |  |
| --- | --- |
| Name | Role |
|  |  |
|  |  |
|  |  |

### Administrative support

|  |  |
| --- | --- |
| Name | Role |
|  |  |

### PCN representation at panel

|  |  |
| --- | --- |
| Name | Title |
| *Where applicable* |  |

### TVW PCS ratification and sign off

|  |  |
| --- | --- |
| Approval summary |  |
| Date of ratification |  |
| Signature of Panel Chair |  |

## Appendices

### Appendix 1. Additional individual site details

|  |  |
| --- | --- |
| **PCN site one – organisational details** | |
| Name of site |  |
| Type of organisation  *e.g., GP practice, care home, out of hours service, community pharmacy etc.* |  |
| Address |  |
| Post code |  |
| Telephone number |  |
| Website address |  |
| Organisational code  *e.g., ODS code for GP practice* |  |
| Name of Practice Manager (PM) or Business Manager (BM) |  |
| Email address of PM / BM |  |
| Name of education lead for PCNLE |  |
| Email address of education lead for PCNLE |  |
| 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]* |
| (If applicable) List the HEIs (universities) you currently work with to provide learner placements |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of educator / supervisor / assessor | Profession | Registration number | Type of supervisor  *e.g.*  *- GP Educational Supervisor (ES)*  *- GP Clinical Supervisor (CS)*  *- Nursing and Midwifery Council (NMC) Practice Assessor*  *- NMC Practice Supervisor*  *- Road Map Supervisor*  *- Designated Prescribing Practitioners*  *- AHP Practice Educators*  *- Other, please specify* | Education qualifications / course and year of completion |
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*Please add additional lines as necessary*

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| --- | --- | --- |
| **PCN site one – Current learner capacity** | | |
| Please map **current** capacity this site has to host learners (not future learner capacity). *i.e. If your site hosts up to 2 nursing students at a time, but currently has no students on placement. Current no. of learners = 0, Max no. of learners on site at any one time = 2* | | |
| Types of learner  E.g.  Dieticians  GP assistants  Nurses  Nursing associates  Occupational therapists  Paramedics  Pharmacists  Pharmacy Technicians  Physicians Associates  Physiotherapists  Podiatrists  Other, please specify | Current number of learners | Maximum number of learners on site at any one time |
|  |  |  |
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### Organisation declaration

|  |  |
| --- | --- |
| By completing this application, we acknowledge and guarantee:   * Compliance with the Quality Standards in the Health Education England Quality Framework and the six domains set out within this approval form * 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 | |
| Form completed by |  |
| Signature  e.g. Senior Partner / Education Lead |  |
| Role within the Organisation |  |
| Email address |  |
| Date |  |

*If there is more than one site seeking approval within your PCN please add additional site tables from (*[*Appendix 1*](#Appendix)*)*

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| --- |
| Panel comments or actions relating to organisation details |
|  |