### NHS England Workforce Training and Education Directorate

# Thames Valley and Wessex additional hub site approval form for Primary Care Network learning environments



## PCN organisational details

### Legend

To support your completion of the approval form, all sections required for completion are highlighted per the legend below:

* To be completed by the multi-professional PCN education team - please include all content from the initial PCN learning environment approval
* To be completed by the multi-professional PCN education team – please include all information relating to new hub sites seeking approval
* To be completed by Thames Valley and Wessex Primary Care School (TVW PCS) chair

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| --- | --- |
| Name of Primary Care Network |  |
| Integrated Care System | Choose an item. |

Please include **all the GP practices** that make up yourPrimary Care Network, and state whether you are requesting their approval as a hub site

|  |  |  |  |
| --- | --- | --- | --- |
| Name of hub site | Is the site an approved GP training practice? | Indicate if this site is already approved as a hub site | Are you requesting approval for this hub site? |
|  | Choose an item. | Choose an item. | Choose an item. |
|  | Choose an item. | Choose an item. | Choose an item. |
|  | Choose an item. | Choose an item. | Choose an item. |
|  | Choose an item. | Choose an item. | Choose an item. |

### Declaration

By completing this application, we acknowledge and guarantee:

* Compliance with the Quality Standards in the NHS England Quality Framework, and the six domains set out within this approval form
* That any professional taking on the role of supervisor of a student / learner on placement within this organisation has been appropriately trained as per their regulatory requirements, and is currently competent for that role, in accordance with relevant education standards

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| Name of signatory |  |
| Role within the organisation |  |
| Email address |  |
| Signature |  |
| Date |  |

### Hub site details

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| Site ODS code | Site name | Site address (including postcode) | Are there any complaints or SUI against educators / Trainers, or the organisation that may affect the learning environment? (i.e. GMC, NMC, HCPC, ICS, PHSO, NHSE) | Latest overall CQC rating |
|  |  |  |  |  |

### Educator / supervisor count

Please provide the number of educators / supervisors your hub sites currently have

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| Site ODS code | Allied health professional clinical supervisor | Designated prescribing practitioners | GP clinical supervisors | GP educational supervisors | Nurse practice assessors | Nurse practice supervisors | Roadmap supervisors | Other |
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### Student / learner count

Please provide the number of students / learners your hub sites have hosted in the last 12 months

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| Site ODS code | Dietician | GP assistant | Nurse | Nursing associate | Occupational therapist | Paramedic | Pharmacist | Pharmacy technician | Physicians associate | Physio-therapist | Podiatrist | Other (please specify) |
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| Quality self-assessmentDomain 1 - Creating a culture of quality, safety, learning and continuous improvement | | | | |
| No | Quality measure | Quality standards | Evidence provided in initial approval document | Evidence for new hub sites seeking approval:   * Include examples of activities, processes or policies that demonstrate how you meet each quality measure * Provide at least one student / learner focused example to support each quality measure   If you identify areas that require further development, write a [SMART action plan](https://extranet.who.int/lqsi/sites/default/files/attachedfiles/SMART%20Action%20Planning_0.pdf) stating how these quality measures will be met |
| 1 | Students / 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 students / learners, placement providers and Higher Education Institutes (HEIs) to identify, raise, act on, and share concerns  All staff (including students / 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 students / 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 students / 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 students / 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 3.2 3.3 |  |  |
| 5 | Students / 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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| Domain 2 - Educational governance and risk management | | | | |
| No | Quality measure | Quality standards | Evidence provided in initial approval document | Evidence for new hub sites seeking approval:   * Include examples of activities, processes or policies that demonstrate how you meet each quality measure * Provide at least one student / learner focused example to support each quality measure   If you identify areas that require further development, write a [SMART action plan](https://extranet.who.int/lqsi/sites/default/files/attachedfiles/SMART%20Action%20Planning_0.pdf) 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 to ensure ongoing development of the learning environment | 2.4 2.6 |  |  |
| 9 | The learning environment works collaboratively with other stakeholder organisations and HEIs 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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| Domain 3 - Delivering programmes and curricula | | | | |
| No | Quality measure | Quality standards | Evidence provided in initial approval document | Evidence for new hub sites seeking approval:   * Include examples of activities, processes or policies that demonstrate how you meet each quality measure * Provide at least one student / learner focused example to support each quality measure   If you identify areas that require further development, write a [SMART action plan](https://extranet.who.int/lqsi/sites/default/files/attachedfiles/SMART%20Action%20Planning_0.pdf) 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 students / learners receive an inclusive and comprehensive induction / orientation into the learning environment | 1.11 3.9 |  |  |
| 13 | Timetables and workload enable students / learners to attend planned / timetabled education sessions needed to meet curriculum requirements | 5.6 |  |  |
| 14 | The learning environment has sufficient supervisory capacity to support all students / learners  A record of supervisors / assessors is held  Supervisors are highlighted on placement rota’s so all staff can identify when they have a student / 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  Students / 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 students / learners have access to multi-professional learning and, where appropriate, inter-professional learning opportunities that may include 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 students / learners who are responsive to meet the changing needs of patients and services, such as:   * involving patients, service users and students / learners in training development and delivery * use of technology * working with the local voluntary, community, and social enterprise sector   peer and group supervision models | 5.4 5.5 6.3 |  |  |

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| Domain 4 - Facilitating learning | | | | |
| No | Quality measure | Quality standards | Evidence provided in initial approval document | Evidence for new hub sites seeking approval:   * Include examples of activities, processes or policies that demonstrate how you meet each quality measure * Provide at least one student / learner focused example to support each quality measure   If you identify areas that require further development, write a [SMART action plan](https://extranet.who.int/lqsi/sites/default/files/attachedfiles/SMART%20Action%20Planning_0.pdf) stating how these quality measures will be met |
| 18 | Students / 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 | Students / 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 | Students / learners are supported and developed to undertake supervision responsibilities, relevant to their stage of learning, with more junior staff / learners | 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 | Students / 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 | Students / 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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| Domain 5 - Supporting and developing students / learners | | | | |
| No | Quality measure | Quality standards | Evidence provided in initial approval document | Evidence for new hub sites seeking approval:   * Include examples of activities, processes or policies that demonstrate how you meet each quality measure * Provide at least one student / learner focused example to support each quality measure   If you identify areas that require further development, write a [SMART action plan](https://extranet.who.int/lqsi/sites/default/files/attachedfiles/SMART%20Action%20Planning_0.pdf) stating how these quality measures will be met |
| 24 | Students / 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 students / 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 | Students / 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 students / learners in difficulty to be identified at the earliest opportunity  Students / learners and supervisors are encouraged to raise concerns and communicate difficulties regarding meeting learning outcomes to HEIs, and 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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| Domain 6 - Supporting and developing supervisors | | | | |
| No | Quality measure | Quality standards | Evidence provided in initial approval document | Evidence for new hub sites seeking approval:   * Include examples of activities, processes or policies that demonstrate how you meet each quality measure * Provide at least one student / learner focused example to support each quality measure   If you identify areas that require further development, write a [SMART action plan](https://extranet.who.int/lqsi/sites/default/files/attachedfiles/SMART%20Action%20Planning_0.pdf) stating how these quality measures will be met |
| 27 | Supervisors are supported to access resources to support their physical and mental health and wellbeing | 1.6  4.1 4.3 |  |  |
| 28 | Supervisors have allocated time to complete students / learners’ assessments and documentation (formative / summative / interviews etc.) | 4.2 |  |  |
| 29 | The placement area can demonstrate that supervisors receive constructive feedback on their role, that their training needs are identified in relation to supporting and assessing students / learners, and how they are supported if considering a formal supervision role | 4.3 4.6 4.7 |  |  |
| 30 | All supervisors 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 students / learners’ progression | 4.3 4.4 4.5 4.6 |  |  |

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## Outcome of additional hub site application

***For TVW PCS use only***

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| --- | --- | --- | --- |
| Name of hub site seeking approval | Approved as part of approved learning environment | Approved as part of approved learning environment with actions | Not approved as part of approved learning environment |
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| Summary of comments and actions (if applicable) | | | |
|  | | | |

### TVW PCS approval / verification and sign off

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| --- | --- |
| Approval summary | Choose an item. |
| Name of panel chair |  |
| Signature of panel chair |  |
| Date of approval / verification |  |