### NHS England Workforce Training and Education Directorate

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



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## Scope of the approval / verification process

The approval form for Primary Care Network (PCN) learning environments is comprised of two core components - organisational details and a self-assessment of the educational quality of the learning environment.

The self-assessment covers six domains, mapped against the [NHS England Quality Framework (2021),](https://www.hee.nhs.uk/our-work/quality) which set out the standards of delivery of education and training required, to assure the quality of clinical learning environments:

1. [Creating a culture of quality, safety, learning and continuous improvement](#_Domain_1_-)
2. [Educational governance and risk management](#_Domain_2_-)
3. [Delivering programmes and curricula](#_Domain_3_-)
4. [Facilitating learning](#_Domain_4_-)
5. [Supporting and developing students / learners](#_Domain_5_-)
6. [Supporting and developing supervisors](#_Domain_6_-)

PCN learning environment approval is a one-off process that occurs at a point in time. The approval form offers a snapshot of your PCNs **current** working practices**,** student / learner capacity and placement sites.

You may identify areas that require further development, depending on your PCN’s organisational capacity and maturity. However, your PCN can still be approved as a learning environment provided an action plan is identified where specific quality measures have not been fully achieved.

Please reference all wider workforce students / learners, and medical students, foundation doctors, GP trainees and GP retainers, that have been hosted across your PCN **in the last 12 months** to provide an overview of the learning environment, and potential for interprofessional educational opportunities. We also encourage you to think about how you can introduce new students / learners to the learning environment, whilst completing the approval process.

Only hub sites\* seeking approval to host students / learners should be listed on the approval form. However please include details of any current spoke placements\*, within the quality self-assessment to enable panel to understand the student / learner journey across the PCN.

Any new hub sites developed after initial approval of the learning environment, **do not** automatically join the existing PCN Learning Environment. An [additional hub site approval form](https://wessex.hee.nhs.uk/wider-workforce/tvw-primary-care-school/tvw-pcs-training-hubs/development-opportunities/primary-care-network-learning-environments/additional-hub-site-approval/) is required.

## Guidance for completing the approval form

You are required to provide evidence of how your PCN meets the six quality domains, supported by relevant student / learner examples. A collaborative, multi-professional approach, has proven to be the most effective means to achieve PCN learning environment approval. We recommend you:

* Identify clinical, administrative, and educational staff who have experience in arranging placements, supervising, and/or assessing students / learners, or will be involved in developing the learning environment to complete the form
* Comment on areas that you have identified as requiring development or improvement
* Provide an action plan for areas requiring development or improvement, setting out how these quality measures will be met in future
* Review our [good practice suggestions](https://wessex.hee.nhs.uk/wider-workforce/tvw-primary-care-school/tvw-pcs-training-hubs/development-opportunities/primary-care-network-learning-environments/pcn-le-approval-2/) to inform your self-assessment

To avoid duplication, we advise you to read all six domains, to understand the scope of evidence required prior to starting the self-assessment. We encourage the use of new examples in each section; however, evidence can be cross-referenced if it demonstrates compliance in more than one area.

Additional information is available on our [Learning Environments in Primary Care](https://wessex.hee.nhs.uk/wider-workforce/tvw-primary-care-school/tvw-pcs-training-hubs/development-opportunities/primary-care-network-learning-environments/pcn-le-approval-2/) webpage.

### 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 PCN multi-professional education team (i.e. coordinated by PCN Administration and Education Leads, with representation from administration team, managerial team, multi-professional clinical teams)
* To be completed by Thames Valley and Wessex Primary Care School (TVW PCS) verification panel

### Definitions\*

* Hub site: this is the student / learners main placement base
* Spoke site: within the scope of the student / learners allocated long placement, they may have a planned shorter ‘spoke’ or ‘alternative’ placement experience. Think of this as a wheel of a bicycle - hub at the centre and the spokes coming from the hub to services available within the PCN. Examples of spoke placements might include a visit to a care home or community pharmacy, or a day spent with local community teams

## PCN organisational details

|  |  |
| --- | --- |
| 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

Please include any other organisations applying for approval as a hub site

|  |  |  |  |
| --- | --- | --- | --- |
| Name of hub site | Type of placement site | Is the site an approved GP training practice? | 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. |

### Mitigations

Complete this section if there are any GP practices in your PCN not applying for approval as a hub site

|  |
| --- |
| Why are these practices not applying for approval as part of this submission? |
|  |
| How will you mitigate the potential impact of their nonparticipation on the PCN learning environment? |
|  |
| How do you plan to work together towards integration across the PCN in the future? |
|  |

### Hub site details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 |
|  |  |  |  |  |  |  |  |  |

### Student / learner count

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Site ODS code | Dietician | GP assistant | Nurse | Nursing associate | Occupat-ional therapist | Paramedic | Pharmacist | Pharmacy technician | Physicians associate | Physio-therapist | Podiatrist | Other (please specify) |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

## 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 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

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

***For TVW PCS use only***

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| --- |
|  Overall assessors’ comments (PCN organisational details) |
|  |
| Section | Action required |
|  |  |
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| --- |
| Quality self-assessmentDomain 1 - Creating a culture of quality, safety, learning and continuous improvement |
| No. | Quality measure | Quality Framework standards | Evidence* 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 | 1.51.6 |  |
| 2 | Governance mechanisms are in place for students / learners, placement providers and Higher Education Institutes (HEIs) to identify, raise, act on, and share concernsAll 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 | 1.72.62.84.7 |  |
| 3 | The learning environment is sensitive to the diversity of both learners and the patient population a placement servesEvidence of engagement in workforce planning to support the development of students / learners who meet the needs of the local populationEvidence 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 | 1.21.31.82.26.3 |  |
| 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 requiredAny potential differences in educational attainment are identified and addressed | 1.22.33.23.3 |  |
| 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 | 1.11.23.8 |  |
| 6 | The learning environment values and champions learningThere is a culture of continuous learning, where giving and receiving constructive feedback is both encouraged and routine practice | 1.11.4 |  |

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| --- | --- | --- | --- |
| Quality measures *(please highlight)* | Achieved | Not fully achieved | Not achieved |
| Overall assessors’ comments (Domain 1 - Creating a culture of quality, safety, learning and continuous improvement) |
| Areas of good practice |
| Areas of insufficient evidence |
| Identified quality concerns |
| Quality measure | Action required  |
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| Domain 2 - Educational governance and risk management |
| No. | Quality measure | Quality Framework standards | Evidence* 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 trainingEducation and training issues are fed into the most senior level of decision making | 2.12.42.6 |  |
| 8 | Placement evaluations are completed, acted upon, and shared with supervisors to ensure ongoing development of the learning environment | 2.42.6 |  |
| 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 | 2.72.8 |  |
| 10 | The learning environment can demonstrate how educational resources (including financial) are allocated and used | 2.5 |  |

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| --- | --- | --- | --- |
| Quality measures *(please highlight)* | Achieved | Not fully achieved | Not achieved |
| Overall assessors’ comments (Domain 2 - Educational governance and risk management) |
| Areas of good practice |
| Areas of insufficient evidence |
| Identified quality concerns |
| Quality measure | Action required  |
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| Domain 3 - Delivering programmes and curricula |
| No. | Quality measure | Quality Framework standards | Evidence* 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 | 1.11.111.12 |  |
| 12 | All students / learners receive an inclusive and comprehensive induction / orientation into the learning environment | 1.113.9 |  |
| 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 / learnersA record of supervisors / assessors is heldSupervisors 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 | 4.24.4 |  |
| 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 providersStudents / learners are empowered to take responsibility for accessing learning opportunitiesPlacement areas work collaboratively with programme leads and stakeholder organisations to coordinate delivery of curricula across placements | 1.11.132.75.15.25.3 |  |
| 16 | All students / learners have access to multi-professional learning and, where appropriate, inter-professional learning opportunities that may include specialist practitioners / consultants | 1.11.122.15.4 |  |
| 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 | 5.45.56.3 |  |

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| --- | --- | --- | --- |
| Quality measures *(please highlight)* | Achieved | Not fully achieved | Not achieved |
| Overall assessors’ comments (Domain 3 - Delivering programmes and curricula) |
| Areas of good practice |
| Areas of insufficient evidence |
| Identified quality concerns |
| Quality measure | Action required  |
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| Domain 4 - Facilitating learning |
| No. | Quality measure | Quality Framework standards | Evidence* 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 | 1.13.7 |  |
| 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 negativeEvidence 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 | 4.56.26.4 |  |

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| --- | --- | --- | --- |
| Quality measures *(please highlight)* | Achieved | Not fully achieved | Not achieved |
| Overall assessors’ comments (Domain 4 – Facilitating learning) |
| Areas of good practice |
| Areas of insufficient evidence |
| Identified quality concerns |
| Quality measure | Action required  |
|  |  |
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| Domain 5 - Supporting and developing students / learners |
| No. | Quality measure | Quality Framework standards | Evidence* 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 outcomesSupervision is tailored to students / learners’ level of experience, competence, and confidence, and appropriate to their scope of practice, ensuring supernumerary status where required | 1.12.73.53.64.4 |  |
| 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 opportunityStudents / 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 | 1.11.61.73.44.16.1 |  |

***For TVW PCS use only***

|  |  |  |  |
| --- | --- | --- | --- |
| Quality measures *(please highlight)* | Achieved | Not fully achieved | Not achieved |
| Overall assessors’ comments (Domain 5 - Supporting and developing students / learners) |
| Areas of good practice |
| Areas of insufficient evidence |
| Identified quality concerns |
| Quality measure | Action required  |
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| Domain 6 - Supporting and developing supervisors |
| No. | Quality measure | Quality Framework standards | Evidence* 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 4.14.3 |  |
| 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 | 4.34.64.7 |  |
| 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 | 4.34.44.54.6 |  |

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| --- | --- | --- | --- |
| Quality measures *(please highlight)* | Achieved | Not fully achieved | Not achieved |
| Overall assessors’ comments (Domain 6 - Supporting and developing supervisors) |
| Areas of good practice |
| Areas of insufficient evidence |
| Identified quality concerns |
| Quality measure | Action required  |
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## **Assessment outcome and recommendations**

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| --- |
| Outcome of Primary Care Network learning environment application |
| Approved as a Primary Care Network learning environment | [ ]  |
| Approved as a Primary Care Network learning environment with actions  | [ ]  |
| Not approved as a Primary Care Network learning environment | [ ]  |
| Summary of comments and actions |
|  |

### TVW PCS approval / verification and sign off

|  |  |
| --- | --- |
| Approval summary |  |
| Name of panel chair |  |
| Signature of panel chair |  |
| Date of approval / verification |  |

### Panel representatives

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