North Central London Training Hub – Faculty and Quality

New Educator & Learning Environment Approvals

**PCN guidance for completing Form 2: NHS England WTE PCN approved educators and environments form**

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1. Introduction

NHS England's Quality Framework applies to all education and training of learners and clinical learning environments in which they are placed. There are six domains in the Quality Framework that educators and learning environments must evidence in applications to be recognised by NHS England Workforce Training and Education (WTE).

Since September 2022, environment approvals have shifted to a PCN footprint to support the expansion of learning opportunities of new roles working in primary care. The PCN must demonstrate how each of the six domains of the Quality Framework are met in supporting education and training at scale.
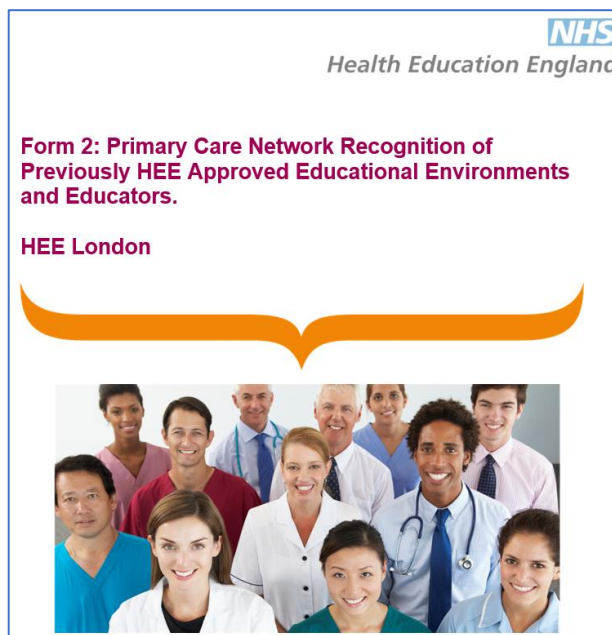
The North Central London (NCL) Training Hub Faculty and Quality team manages the approval process of PCNs as at scale learning environments on behalf of NHS England WTE. The Form 2: Recognition of previously HEE approved Educational Environments and Educators form is available to download with other resources from the NCL Training Hub Approved Educator and Learning Environments resources webpage.

This guide will help approved educators and learning environments in NCL complete the application form to approve their PCN as an at scale learning environment.

2. Application process for applying as a PCN

For a PCN to apply as an at scale learning environment, the PCN will need to nominate a managerial lead and educational lead to complete an application form (Recognition of previously HEE approved Educational Environments and Educators form).

The application form must include:

- Details of all currently approved educators and practices in the PCN recognised by NHS England WTE for accredited training pathways.
- A self-reflective statement of a peer review teaching session for every educator included on the form.
- Evidence from the PCN to support educational activity that aligns to the six domains of NHS England's WTE Quality Framework.

Not all practices in a PCN need to be part of an at scale PCN approval. An application form should only include the learning environments and educators who have already been recognised by NHS England WTE to host trainee placements in primary care.

There is no assessment for a PCN application. However, the NCL Training Hub Faculty and Quality team may ask to speak to the nominated application leads about the form before it is submitted to NHS England WTE for final approval.

The application leads for the PCN will be informed of the outcome and be responsible for informing all educational sites listed in the application if they have been successful and/or given recommendations for action.

The nominated PCN application leads should contact their local borough Training Hub to inform them the PCN intends to apply for approval. The local borough Training Hub will put the PCN in contact with the NCL Training Hub Faculty and Quality team to start the application process.

The NCL Training Hub Faculty and Quality team will send the PCN application leads the application form (Form 2 NHS England WTE PCN approved educators and environments).

3. Benefits for applying as a PCN

The goal is for PCNs to develop educational capacity to:

- Increase the number of student and trainee placements hosted by the PCN.
- Increase the number of educational sites used in the PCN.
- Develop non-GP roles as educators and supervisors.
- Improve educator peer-support and development with links to local Faculty groups.
- Enable the PCN to pool supervision resource to explore other clinical placement opportunities such as care homes, community pharmacy, dentistry, and optometry.

4. Guide to completing the PCN application form

The application form consists of three parts:

Part 1	Appendix 2: Audit Tool for Primary Care Network Recognition of Previously Approved Educational Environments and Educators.
Part 2	Section 1 - Training Locations: • Domain 1: Learning environment culture • Domain 2: Educational Governance • Domain 3: Developing and supporting learners • Domain 6: Developing a sustainable workforce.
Part 3	Section 2 – Educators: • Domain 4: Developing and supporting supervisors • Domain 5: Delivering programme and curriculum.

Part 2 and 3 of the application form reflect the six domains of the NHS England WTE Quality Framework.

Each practice supporting the PCN application must work with the nominated application lead/s to provide the information for each part of the form.

Part 1 – Appendix 2: Audit Tool for Primary Care Network Recognition of Previously Approved Educational Environments and Educators

1.1. **Application summary and lead details**	
Appendix 2: Audit Tool for Primary Care Network Recognition of Previously Approved Educational Environments and Educators Completion of the audit tool: • Include all currently approved educators and training locations within the PCN • Include evidence on how the standard is being met • Provide a description of the action required for the standard, if an action is currently not met then how it will be met in the future if the organisation is unable to provide evidence of that standard • Complete all sections in blue of the tool, if sections cannot be evidenced or answered then a mandatory action plan will be developed to address PCN Lead's Name (Applicant submitting on behalf of PCN) Role Practice Manager contact details PCN/Organisation Date completed Signature	In this table the PCN is asked to provide: • The name and email of the application lead • The substantive and/or PCN role of the applicant lead (e.g., PCN Lead Educator, PCN Ambassador, PCN Operational Lead) • Practice name and manager details (if applicable) • Name of PCN • Date of completion • Signature of applicant lead.
1.2. **List of recognised educators in PCN**	
Name of all currently approved educators: Name / Professional Registration Number / Education qualifications & define if ES, CS, Trainer/Assessor, or other / Date of last Peer Review Teaching	In this table, the PCN must list all educators from recognised GP learning environments named on this form who: • Have completed a recognised training course to supervise learners. For more information about recognised educator courses and pathways, please see the NCL Training Hub Approved Educator and Learning Environment educators webpage. For each educator, the PCN must include: • Name of educator • Email of educator • Professional registration number (e.g., GMC, NMC, GPhC, HCPC) • Education course qualification • Date of their last peer-reviewed teaching session. The educators included should reflect multi-professional training and placements (GP and non-GP) hosted by recognised learning sites in the PCN.

1.3. List of recognised learning environments in the PCN

Training Location:					
Training Practice/Location Name & ODS Code	Address	Practice Manager contact details	CQC rating	List all current types of learners taken, number and HEI they come from (if undergraduate)	List potential numbers and types of learners that you could to take

In this table, the PCN must list learning environments that have been approved by NHS England WTE to host primary care placements and training.

For each learning environment, the PCN must include:
- Name of GP practice / primary care organisation
- ODS code
- Address
- Practice contact details
- CQC rating and date of last review
- List of all clinical professions the learning environment hosts for placements.
- List of number of trainees per clinical profession the trainee hosts.
- The Higher Education Institute (HEIs) that the trainees come from if the learners are undergraduate / pre-registration.
- List of any future learners by clinical professions and numbers the learning environment would like to host.

1.4. Educator Self-Reflective Statement of Peer Review Teaching Session

Self-reflective Statement of Peer Review Teaching Session	
Educator Name	What did you personally get out of the peer review session

Each educator listed as part of the PCN application must provide:
- One self-reflective statement of a peer-review teaching session.

It is recommended the statement is between 75 – 200 words.

The statements should demonstrate how the educators apply their teaching and can adapt to fit the needs of the trainee and/or curriculum.

The self-reflective statement can be evidenced from:
- Feedback from a training session with a learner.

	- Peer-review from a GP or multi-professional educator workshop. - Feedback from a clinical meeting. It is the responsibility of the educator to provide the written self-reflective statement to the PCN applicant lead.

Examples of self-reflective peer-review teaching session according to different roles:

Example 1

Educator attended a trainer workshop where the educator's tutorial was reviewed by peers in groups as part of the standardisation exercise. Educator could consider:
- What sort of feedback was received?
- What advice was given?
- How can areas of the tutorial be developed by the educator over the next year?
- How can the educator work with their peers to achieve this?

Example 2

Educator presented a prepared teaching session to a multi-professional group of trainees, which was largely clinical and didactic. Educator could consider:
- How can the feedback be used to adapt the session?
- What could be done to give the session more interactive elements?
- How can this be incorporated into the educator's PDP?

Part 2 – Section One: Training Locations

In 'Section One: Training Locations', the PCN must demonstrate how activity is supported at scale across locations where education and training takes place.

Each domain in section one aligns to four of the six domains in the NHS England WTE Quality Framework.

Evidence examples for each question in a domain should be between 100 – 250 words.

2.1. Domain 1: Learning Environment and Culture

The PCN must demonstrate how learning environments included in the application support:
- The education and training needs of different learners
- An organisational culture that is inclusive, safe and supports multi-professional practice.

- Good clinical practice and that standards of care are in place.
- Quality improvement activities can be evidenced.
- All staff, including learners, to have access to appropriate facilities, equipment, and resources.
- Multi-professional learning opportunities that are accessible.

Primary Care Training Locations are expected to:

Domain 1 Learning environment and culture relates to the settings within which learners are located and where the activity of education and training takes place	Evidence Examples	Does the evidence meet the standard?		Review Panel Comments Please describe action required
		Yes	No	
Is the PCN working towards standardising all Standard Operating Procedures (SOPs) in place to support patient safety/care?				
What changes has the PCN made based on patient feedback and any incident reports?				
What new QI activities are occurring across the PCN?				

Domain 1 questions	**PCN evidence examples**
Is the PCN working towards standardising all Standard Operating Procedures (SOPs) in place to support patient safety and care?	The PCN must evidence what procedures are in place to support consistent delivery of services shared by practices in the PCN to reduce variation in quality and risk. Examples provided may include: - ARRS service delivery across practices. - Primary care service referrals. - Standardised protocols for ensuring patient safety in the context of learning environments.
What changes has the PCN made based on patient feedback and any incident reports?	There are systems and processes that enable all staff to collect patient feedback and discuss concerns. For example: - GP practice / PCN websites include a patient feedback form. - Each practice in the PCN hosts a patient feedback forum. - PCN meetings regularly table patient feedback.

What new QI activities are occurring across the PCN?	This includes activities that help the PCN to evaluate current quality of care and identify areas for improvement.
	For example: - PCN QI QOF activities and improvement goals. - Capacity and access plans. - Any other activity in the PCN related to best practice and the improvement of processes to support the delivery of care.

2.2. Domain 2: Educational Governance & commitment to quality

In this domain the PCN must demonstrate how all learning environments included in the application have collaborative and effective arrangements in place for educational governance and leadership, including:

- A joined-up approach to multi-professional team working.
- Education and training of all staff, including learners, is delivered by diverse members of the team (where appropriate).
- There are named senior leaders in the PCN who are responsible and accountable for education and training.
- Appropriate governance arrangements are in place to ensure education and supervision or training and placements.
- How good practice in education and training of equality, diversity and inclusion is supported.
- The systems to support educators and learners to raise concerns about education and training. This includes how concerns are investigated and actioned.

Domain 2 Educational governance and commitment to quality describes the organisational ethos, priorities, structures, rules, and policies in place to support learning.	Evidence Examples	Does the evidence meet the standard?		Review Panel Comments Please describe action required
		Yes	No	
What changes have been made in the last 12 months based on multi-professional learner feedback?				
What EDI improvements has the PCN made over the last 12 months.				
Please list what activities the learners have been involved in the last 12 months regarding patient safety.				

Domain 2 questions	PCN evidence examples
What changes have been made in the last 12 months based on multi-professional learner feedback?	This includes a feedback culture whereby feedback is documented, understood, and acted on. For example: - Learners having an input at appropriate practice/clinic/PCN meetings. - Flexibility in learners' timetables and supervision models according to feedback. - Learners involved in any QI work undertaken in the PCN.
What EDI improvements has the PCN made over the last 12 months?	EDI considerations have been taken into account and acted on, and staff are trained appropriately. For example: - Accessibility enhancements made to PCN sites. - IT facilities have been updated and have appropriate provisions, e.g. good lighting. - Mandatory training is provided for all staff.
Please list what activities the learners have been involved in the last 12 months relating to patient safety?	There are appropriate training and reporting mechanisms in place that includes learners. For example: - Learners are invited to attend and contribute to clinical governance meetings. - Clinical updates are delivered directly in practice. - Learners must complete mandatory safety training.

2.3. Domain 3: Developing and Supporting Learners

In this domain the PCN must show how learners hosted in learning environments included in the application receive appropriate supervision and support.

The examples must evidence how, taking a joined-up approach, the PCN ensures:

- Clinical education is relevant to the learner's experience and scope of practice.
- Learning opportunities are equal across different professions and training pathways.
- Training and education can be tailored to enhance support or respond to needs of learners (where appropriate).

- Clinical supervision and education is appropriate and complies with NHS England's WTE standards.

Domain 3: Developing and supporting learners sets out the resources, support and tools learners need to succeed.	Evidence Examples	Does the evidence meet the standard?		Review Panel Comments Please describe action required
		Yes	No	
Is the PCN aligned with a multi-professional education group? If so what activities in the last 12 months has the multi-professional education group undertaken?				
Have any learners required additional support in the last 12 months and what support was provided?				

Domain 3 questions	PCN evidence examples
Is the PCN aligned with a multi-professional educational group? If so, what activities in the last 12 months has the multi-professional group undertaken?	The PCN should have regular and structured involvement with multi-professional educational groups. Examples: - The PCN engages with the Borough Training Hub and local faculty Programme Director. - Time is allocated for staff to attend Borough sessions. - Different examples of various multi-professional approaches towards tutorials.
Have any learners required additional support in the last 12 months and what support was provided?	This includes identifying where additional support is needed and encouraging learner feedback (or where no learners have been hosted to date, how the PCN intends to do this). Examples: - Supervision arrangements are in place to quickly identify learners requiring extra support. - Additional support given to learners, e.g. adapting the timetable, or modifying teaching based on learner needs and learning outcomes.

2.4. Domain 6: Developing a sustainable workforce

For domain 6, the PCN must evidence what processes are in place to support:
- HR management and functions of staff, including learners, employed by the PCN.
- Workforce planning to meet the changing needs of patients and services.

- Transition of learners hosted on an accredited training pathway or programme to employment.

Domain 6: Developing a sustainable workforce underpins the other 5 domains by aiming to significantly improve the retention, progression and development of the whole workforce.	Evidence Examples	Does the evidence meet the standard?		Review Panel Comments Please describe action required
		Yes	No	
What HR processes does the PCN have in place to manage the GPSTs and the LEO?				
What engagement has the PCN and Training Hub had in the last 12 months to explore ways to expand clinical placement?				

Domain 6 questions	PCN evidence examples
What HR processes does the PCN have in place to manage GPSTs and the LEO (reporting tool for learner concerns)?	There should be clear, appropriate processes in place for staff and learners. Examples: - An identified staff member who is responsible for HR matters on a day-to-day basis when learners are in practice. - A process to review feedback from learners. - Use of attendance monitoring/reporting tools. - The above included in learner inductions as routine.
What engagement has the PCN and Training Hub has in the last 12 months to explore ways to expand clinical placements?	This includes how the PCN workforce has expanded, or how the PCN intends to do this. Examples: - Workforce plans in place for the next 12 months. - Plans to take on students of different professions.

Part 3 - Section Two: Educators

In 'Section Two: Educators', the PCN must demonstrate how, at scale, activity is supported by those overseeing clinical and educational development. The domain must also respond to the PCN's commitment to supporting the continuous development of educators and supervisors.

Each domain in section two aligns to two of the six domains in the NHS England Quality Framework.

Evidence examples for each question in a domain should be between 100 – 250 words.

3.1. Domain 4: Developing and supporting supervisors

The PCN must demonstrate how educators and supervisors overseeing clinical and education development and progression of learners is upheld. This includes:
- How the PCN supports new educators and supervisors in their roles. This includes scope of role being clearly defined and appropriate time given in job plans to undertake educational responsibilities.
- All educators and supervisors on accredited training pathways are in line with NHS England WTE guidance and other training regulatory standards.
- The frequency and process for assessment of educator and supervisor performance.
- How educators and supervisors are kept updated on changes to curriculum and guidance.
- What professional training opportunities are available to educators and supervisors in the PCN.

Primary Care Educators are expected to:				
Domain 4: Developing and supporting supervisors covers the resources and support required by those guiding and overseeing the clinical and educational development and progression of learners.	Evidence Examples	Does the evidence meet the standard?		Review Panel Comments Please describe action required
		Yes	No	
Have all current educators had an educational PDP and completed mandatory training in the last 12 months?				
Has the PCN made any clinical curriculum changes for learners and if so, what have those changes been and have they been evaluated?				

Domain 4 questions	PCN evidence examples
Have all current educators had an educational PDP and completed mandatory training in the last 12 months?	Appropriate PDP and training is mandatory and undertaken as routine, and performance is regularly assessed. Examples: - Types of mandatory training requirements for all educators. - PDPs include a dedicated education element that can be used for appraisal. - Staff are encouraged and given opportunities to keep up to date with all current curriculum requirements and standards (both from a clinical and educator point of view).
Has the PCN made any clinical curriculum changes for learners and if so, what have those changes been and have they been evaluated?	This includes understanding competencies for the learner type and the curriculum are clearly understood, and adapting to changes to learning outcomes. Examples: - Ways in which learners are monitored to make sure they are on

	- track to meet curriculum learning outcomes. - Changes that were made to assessments. - Placements and assessments are reviewed in line with changes in care delivery models, technologies, and treatments.

3.2. Domain 5 Delivering programmes and curriculum

The final domain requires the PCN to demonstrate how curriculum and educational programmes are delivered in collaboration across multiple learning environments.

Domain 5: Delivering programmes and curricula articulates how organisations can provide for learners' education and training needs, including placement providers' collaboration with the wider system to achieve this.	Evidence Examples	Does the evidence meet the standard?		Review Panel Comments Please describe action required
		Yes	No	
Has the PCN expanded clinical placements and multi-professional learners over the last 12 months?				
How often and in what format do the educators and PCN review clinical time and patient load of the learner?				
Does the PCN engage with other PCNs or Training Hubs or HEIs on expanding clinical training, curriculum reviews?				

Domain 5 questions:	PCN evidence examples:
Has the PCN expanded clinical placements and multi-professional learners over the last 12 months?	This includes PCN engagement with Higher Education Institutes (HEIs) and PCN engagement with its Borough Training Hub to better understand workforce needs and issues. Examples: - Regular engagement with other organisations to expand placements. - Ways in which learners are exposed to other roles and career pathway opportunities.
How often and in what format do educators and PCN review clinical time and patient workload of the learner?	Time should be appropriately reviewed to make sure learners' workloads are manageable. Examples: - Methods of evaluating learner timetables, in partnership with learners.

	- Changes made to timetables to make better use of learner time, e.g. allocating acute v chronic patient load equitably.
Does the PCN engage with other PCNs, Training Hubs or Higher Education Institutes (HEIs) on expanding clinical training and curriculum reviews?	This includes PCN engagement with Higher Education Institutes (HEIs) and PCN engagement with its Borough Training Hub to understand training needs. Examples: - Regular engagement with other organisations to understand training needs.

5. NCL and borough Education Faculty

The NCL Education Faculty supports multi-professional educators in the development of the primary and community care workforce. Educators are encouraged to engage with their Borough Faculty Programme Director who can provide support and an introduction to Borough Multi-professional Education Group (MPEG) meetings. More information can be found on the NCL Training Hub Faculty of Educators webpages.

6. Additional resources

The following resources are available to support applications:

- For more information about recognised educator course and pathways, please see the NCL Training Hub Approved Educator and Learning Environment educators webpage.
- For more information about the PCN approval process, please see the NCL Training Hub Approved Educator and Learning Environment PCN webpage.

7. Questions and further support

The NCL Training Hub PCN approvals FAQs document provides more detail about the PCN approval process.

If you have further questions about the educator, environment or PCN application process, please contact the NCL Training Hub Faculty and Quality team at nclicb.approvedlearningenvironments@nhs.net.

You can also visit the NCL Training Hub Approved Educator and Learning Environment website: https://www.ncltraininghub.org/training-and-support/approved-learning-environments