

Learning Environment Application – Evidence List (Midlands Aligned)

This evidence list is aligned to the NHSE Midlands SOP, the Midlands LEA Guidance and the NHS England Education Quality Framework.

A. Core Information

- Completed Learning Environment Application Form
- Participating practice/team list (PCN only) with **ODS codes and CQC summaries**
- **Named education lead** with contact information
- **Supervisor/educator list by profession** for each site listed on form. Including dates of qualification.

B. Pre-Visit Triangulation Documents

- Induction materials / summary
- Escalation routes for safety, wellbeing and supervision
- Room / IT Summary
- Organisational chart
- Complaints/safeguarding/incident learning summaries (high-level)

C. Evidence Mapped to Six Domains

Domain 1 – Learning Environment & Culture

- How the environment values education (examples, innovations, team attitude)
- Inclusivity and fairness for all learners (EDI-sensitive culture)
- Safety for patients and learners; ability to speak up
- Learner space, IT access, login process, induction materials, access to library and knowledge services
- Feedback systems and examples of improvements made
- Multi-professional Learning and Research opportunities

Domain 2 – Educational Governance & Quality

- How education features in partner/PCN governance meetings
- Named education roles and responsibilities
- Managing training risks and triangulating issues
- Managing inclusivity and fairness in Education and Training, and challenge discrimination
- Demonstrate how educational resources (including financial) are allocated and used
- EDI leadership and practical steps taken

- Educational Governance arrangements and organisational self-assessment of performance against quality standards
- Supervisor capacity planning & protected time
- Collaborative working with HEIs, GP School, ICS
- Managing service change with educational impact in mind

Domain 3 – Supporting Learners

- Physical/mental wellbeing support & signposting
- Day 1 and week 1 induction processes to Clinical Learning Environment
- Supervision model including identification of learners in difficulty
- Clinical supervision arrangement
- Awareness of differential attainment and neurodiversity
- Support for curriculum requirements and assessments
- How learners feel valued and included in the team
- Support for supervision responsibilities with junior staff

Domain 4 – Supporting Supervisors

- Physical/mental wellbeing support & signposting for supervisors
- Protected time for supervisors
- Access to training & curriculum updates
- Understanding learners' competency levels
- Peer support for educators
- Supervisor appraisal and development
- Cover arrangements for sickness/leave

Domain 5 – Delivering Programmes & Curricula

- Learning opportunities mapped to curricula
- Protected education time via rotas/timetables
- How updates to curricula are tracked and shared
- Support for completing workplace-based assessments

Domain 6 – Sustainable Workforce

- Contributions to PCN/ICS workforce planning
- Career conversations and exposure to future roles
- Reducing learner attrition in collaboration with HEIs/GP School
- Support for transition into roles (e.g. ARRS, ACP, GP)