



Lancashire &  
South Cumbria  
PRIMARY CARE TRAINING HUB

# Learning Environment Workshop Guidance

A Resource Pack For Professionals Attending The Educator Training



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# Welcome Message

This booklet is intended to support your journey as an educator – supporting learners throughout their primary care training.

As an educator and a registrant, it is your responsibility to ensure you remain up to date with the latest professional body standards and guidance to effectively support learners. This booklet offers a variety of ways to do so and can be utilised as a support aid.

As well as completing the Educator Development and Update Training, it is also recommended that you complete the North West Multi-professional Educator Resources which can be found [here](#).

General Practice Educator Facilitators (GPEFs) are located within the Lancashire & South Cumbria Primary Care Training Hub and can be a source of additional support for your ongoing educator role.

Do not hesitate to reach out to your locality GPEF if you have any questions around supporting learners within Primary Care – please see below for contact details.

The Training Hub website also contains a wealth of resources to support you within your educator role [here](#)



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# Meet our General Practice Education Facilitators (GPEFs) who support all our clinical learners within placements across Lancashire & South Cumbria



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Passion for education ● Empowering learners ● Promoting excellent learning environments ● Passionate about Primary Care



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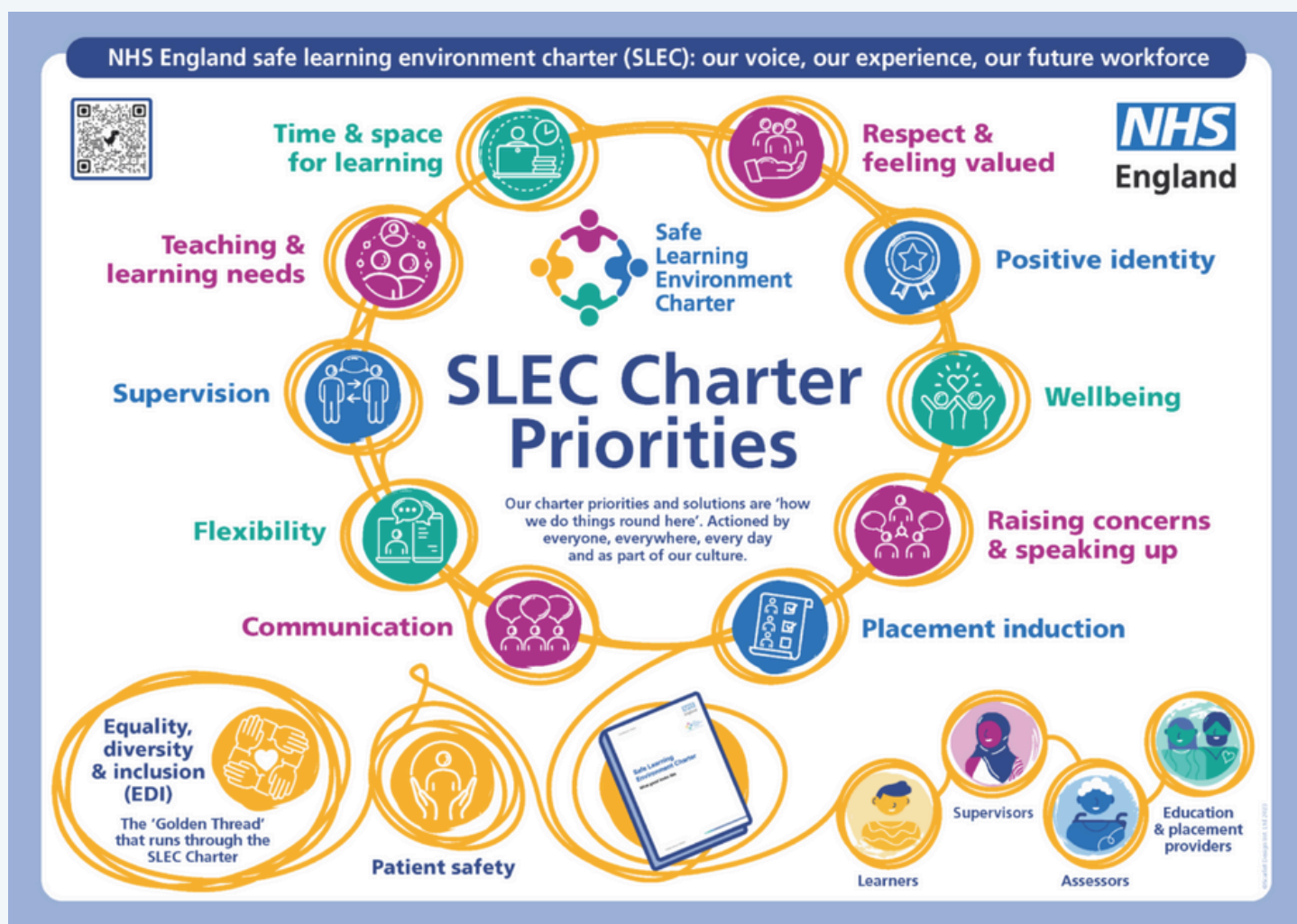
# Safe Learning Environment Charter (SLEC)

The SLEC, presents to all those involved in placement provision, what must underpin the culture of our learning environments.

The SLEC must be adhered to by everyone, everywhere, every day and the behaviours and principles embedded into our culture.

Equality, Diversity and Inclusion (EDI) and patient safety is the golden thread that runs through the SLEC Charter.

Please see SLEC charter priorities below. For more comprehensive resources, please click [here](#)



# Standards Of Supporting Learners In Practice

These standards outline the requirements for supporting the learning and assessment of learners in the practice learning environment.

Learner Type	Link to Standards
Student Nurse Associate	<a href="#">Healthcare Apprenticeships</a>
Apprenticeship Standards	<a href="#">Institute For Apprenticeships</a>
Nursing	<a href="#">Standards For Student Supervision And Assessment (nmc.org.uk)</a>
Pharmacy	<a href="#">General Pharmaceutical Council</a>
HCPC	<a href="#">AHP Educator Career Framework</a>
General Medical Council - Medical Education	<a href="#">Standards For Medical Education And Training (gmc-uk.org)</a>
General Medical Council	<a href="#">Guidance On Undergraduate Clinical Placements</a>
General Medical Council - Foundation	<a href="#">Foundation Programme curriculum</a>
General Medical Council - GP Training	<a href="#">GP Specialty Training</a>



# Futures Platform - Student Nurse Associates

This platform allows us to collaborate to improve the quality and accessibility of resources and opportunities available to Student / Trainee Nursing Associates (SNA / TNA), Nursing Associates (NA), Employers and key stakeholders.

To visit the Student Nurse Associate / Nursing Associate Journey Support page click [here](#) and register.



## Collaborate

Collaboration is the backbone to FutureNHS.  
The more we connect, share and learn, the more our community benefits.

## Connect



We make it simple to tap into the minds of peers, experts and those who are passionate about the same things as you are.

## Share



Share your work and views easily. Contribute to the biggest interactive source of health and social care knowledge.

## Learn



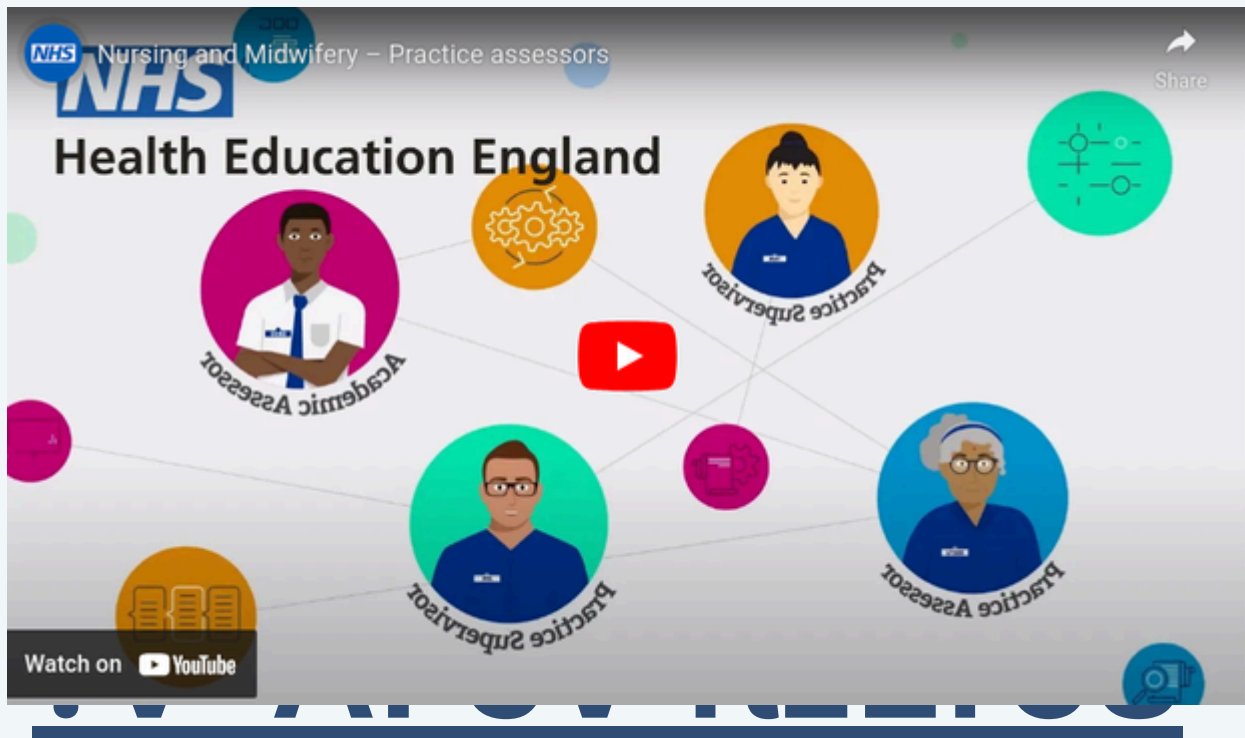
Benefit from knowledge, people and learning you won't find on Google.



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# Supporting Nursing Students

If you are supporting a nursing student on placement, the following video can support further understanding and knowledge.



## ✓ Mental Health Placements for Apprenticeship Learners

All apprenticeship learners attending a Mental Health placement **MUST** attend a Prep for Practice session prior to their placement commencing.

If the apprenticeship learners do not confirm attendance 4 weeks prior to the session or do not attend the session their Mental Health placement will be cancelled.

TEAMs invites will be sent to all learners followed by an email for them to confirm attendance with assessors/supervisors/practice managers cc'd in.







## ✓ **Guidance for Proficiency Toolkits**

For those supporting Nursing, SNA and Midwifery learners, toolkits have been created with ideas and support for completing proficiencies. These can be found on the Training Hub website, via the provided [link](#) (under Resources and Videos near the bottom of the page)

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## ✓ **Practice Assessment Record Evaluation (PARE)**

Nursing and AHP learners utilise the online system PARE for their documentation.

For further support around utilising the PARE system, please visit the following [link](#). Within the 'teaching materials' section you will find two handbooks.

If you have not completed mentorship training in the past, it is recommended for you to read both the supervisor and assessor preparation handbooks.

Learners can also be a great resource for navigating the system. If you have any questions around using PARE, your locality GPEF can also support.

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## ✓ **Neurodiversity Resources:**

Below are training sessions that were delivered to support educators to support learners with neurodiversity.

The resources from each session can be accessed [here](#) via the NHS Learning Hub. If you do not already have a Learning Hub account, you can create one [here](#). Help and support in creating an account can be found [here](#).

To access the recordings and slides from the webinars, please use the links provided below:-

- [Misunderstood: how to effectively communicate with autistic students and colleagues \(Wednesday 18th October\)](#).
- [Neurodivergence in Occupational Therapy: Lived Experiences in Education and Practice \(Wednesday 25th October\)](#).
- [Enabling a supportive learning environment for autistic student nurses \(Wednesday 1st November\)](#).

# Example of General Practice placement timetable

Day	Morning	Afternoon
Monday	<ul style="list-style-type: none"> <li>• Induction with Practice Manager</li> <li>• Read and sign agreements</li> <li>• Meet members of staff</li> <li>• Tour of building</li> </ul>	<ul style="list-style-type: none"> <li>• Reception</li> <li>• Sit with receptionist and see what patients present with and how the receptionist deals with them</li> <li>• Communication skills</li> <li>• Sit in waiting room feedback thoughts on resources, from a patients view</li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>• Sit with administrative staff Learn about administrative roles and how they 'fit in' with medical staff –QOF</li> <li>• Learn about patient referrals, repeat prescriptions, hospital correspondence etc – waiting times, requirements for referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Student observation</li> <li>• Meeting with assessor to identify learning action plan</li> <li>• Clinic with clinician</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>• Student observation</li> <li>• Clinic with Practice Nurse e.g. Diabetes Chronic disease, Immunisations, Epilepsy, Asthma</li> </ul>	<ul style="list-style-type: none"> <li>• Home visits with GP / Health Care professional District nurse</li> <li>• Visit Pharmacy</li> <li>• Visit Health Visitor</li> <li>• Visit Sexual Health</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>• Student introduction to minor skills and procedures</li> <li>• Phlebotomy Clinic</li> <li>• Health Care Assistant Clinic</li> <li>• Physician Associate Clinic</li> <li>• Blood pressure</li> <li>• Venepuncture</li> <li>• Vital signs IM Injections</li> </ul>	<ul style="list-style-type: none"> <li>• Student observation</li> <li>• Clinic with GP/GP Trainee/ ACP/Paramedic</li> <li>• Visits with MH practitioner/ Social Prescriber</li> </ul>
Friday	<ul style="list-style-type: none"> <li>• Student observation</li> <li>• Clinic with Practice Nurse / Other Health Care Professional</li> </ul>	<ul style="list-style-type: none"> <li>• Long Term Conditions: COPD/Asthma Diabetes Arthritis Hypertension</li> </ul>



## ✓ Further Considerations:

- Students' own interests, allowing learners to find their own opportunities
  - Health Promotion projects – boards, leaflets
  - Online learning
  - Spoke placements
  - Clinical Skills sessions
  - Primary Care Training hub events
  - Online conferences – Nursing in Practice
  - Linking theory to practice through the use of a case study
- 

## ✓ Welcome Pack:

Things to consider when creating a welcome pack:

- About the practice (including practice vision and core values)
  - Location (public transport options and car parking facilities)
  - Meet the team
  - Specific learning opportunities within the practice
  - Suggested spoke placements opportunities
  - Recommended reading
  - Useful websites
  - Placement evaluation form
  - Reflective space for learners
- 

## ✓ Further Training Resources For Educators:

- Wider Workforce Clinical Supervisors Course – 2-day virtual (free to attend)
- University of Cumbria Assessor Training (Nursing only) – 1 hour virtual (free to attend)
- Edge Hill University Assessor Training (Nursing only) – face to face / virtual
- Self-Learning option (Anglia Ruskin University)
  - [Online Practice Supervisor/Practice Assessor course - Nursing - ARU](#)
  - [Online Practice Supervisor/Practice Assessor course - Nursing Associate - ARU](#)
  - [Online Practice Supervisor/Practice Assessor course - Midwifery - ARU](#)
- Self-Learning option (Open University)
- e-Learning for Health resource – [Practice Educator and Assessor Preparation \(PEAP\)](#)  
– e-Learning for healthcare (e-lfh.org.uk)

