**Kent, Surrey, and Sussex Primary Care Learning Environment Approval Form**

This document forms the application for Kent, Surrey, and Sussex (KSS) approval of a learning environment within Primary Care.

**Overview of process**

The NHS England Workforce, Transformation and Education Directorate (NHSE WT&E) is responsible for the quality assurance of the education and training of healthcare learners in England. The process for Primary Care Clinical Learning Environment (CLE) approval is mapped to the Quality Framework (2021) which provides clear specifications to assure the quality of clinical learning environment placements. This process is aimed to be applicable to a variety of both Primary Care placements, organisations, and multi-professional learners.

The approval of KSS Primary Care CLEs is the responsibility of Locality and Integrated Care System (ICS) Training Hubs (TH) and is coordinated by the KSS Primary Care Department’s Quality Team (PCQT). This document must be kept in Microsoft Word format to allow reports and annual reviews to be completed. When completed, please email this form to [england.ksspc.educationquality@nhs.net](mailto:england.ksspc.educationquality@nhs.net)

**Introduction**

The Quality Framework sets out the standards expected of clinical learning placements. Including the principles of continuous quality improvement, innovation and reflecting the professional frameworks and regulations across the whole system, in all clinical learning environments and for all learner groups.

The Quality Framework (2021) comprises six core domains:

1. *Learning environment and culture- the settings learners are located and the activity of education and training.*
2. *Educational governance and commitment to quality – the organisational ethos, priorities, and policies in place to support learning.*
3. *Developing and supporting learners – the resources, support and tools learners need to succeed.*
4. *Developing and supporting supervisors – the resources and support required by those overseeing the clinical and educational development of learners.*
5. *Delivering programmes and curricula – how organisations provide for learners’ education and training needs including collaboration with the wider system to achieve this.*
6. *Developing a sustainable workforce – how the organisation improves retention and develops the whole workforce.*

**Each domain has an overview of standards, which overlap and are interdependent. The standards are supported by questions which act as a guide for evidence to be included within the submission, rather than acting as a ‘check-list’. If appropriate, evidence can be cross-referenced to demonstrate compliance of more than one standard.**

**Organisation CLE Approval Form**

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| **Form completed by:** | Click or tap here to enter text. |
| **Organisational role:** | Click or tap here to enter text. |
| **Email address:** | Click or tap here to enter text. |
| **Date:** | Click or tap to enter a date. |

By completing this form, you are agreeing to NHS England’s Privacy Notice. This can be found at the following website: https://www.england.nhs.uk/contact-us/privacy-notice/.

**Organisation Details**

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| Name of organisation: | Click or tap here to enter text. |
| Type of organisation: | Choose an item. |
| Parent [Organisation Data Service](https://odsportal.digital.nhs.uk/Organisation/Search) code: | Click or tap here to enter text. |
| Primary Care Network name (if appropriate): | Click or tap here to enter text. |
| Integrated Care System: | Choose an item. |
| Locality Training Hub (TH): | Choose an item. |
| GP Training Programme: | Choose an item. |
| Nearest community trust: | Click or tap here to enter text. |
| Nearest secondary care trust: | Click or tap here to enter text. |
| Partner Higher Education Institutions (please list): |  |

**Organisation Declaration**

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| By completing this application:  We acknowledge and guarantee that any professional taking on the role of supervisor of a learner on placement within this Primary Care organisation has been appropriately trained and is currently approved for that role. | |
| **Date:** | Click or tap to enter a date. |
| **Signed by:** |  |
| **Role in the organisation:** |  |
| **Email address:** |  |

## Site details

Please complete the details for each site in the Clinical Learning Environment and update this page at each annual review.

Date of last annual review: Click or tap to enter a date.

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| [ODS](https://odsportal.digital.nhs.uk/Organisation/Search) Code: | Name and address, including postcode | Telephone number | Website | Type of organisation (PCN, GMS practice, UUSC/OOH, UTC, federation etc.) | Usual opening hours | Are there any GMC, NMC, HCPC, ICS, PHSO, NHSE complaints or SUI currently being investigated that may affect the organisation as a learning environment? | Latest overall CQC rating | Date of latest CQC inspection |
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## Contact details

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| [ODS](https://odsportal.digital.nhs.uk/Organisation/Search) Code: | Educational lead name | Educational lead email | Manager name | Manager email |
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**Supervisor counts**

Please record a count of each supervisor type practising within each site in the Clinical Learning Environment.

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| [ODS](https://odsportal.digital.nhs.uk/Organisation/Search) Code: | Designated Prescribing Practitioners | Nurse Practice Assessors | Nurse Practice Supervisors | Roadmap Supervisors | GP Clinical Supervisors | GP Educational Supervisors | AHP Practice Educators | Other |
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## NHSE Quality Standards Evidence

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| **DOMAIN 1. Learning environment and culture** | | |
| Please demonstrate with examples of activities, processes and or policies how you create a learning environment and culture. There may be gaps depending on the maturity of your organisation. | | |
| **Standard number** | **Standard description** | |
| 1.1 | The learning environment is one in which education and training is valued and championed. | |
| 1.2 | The learning environment is inclusive and supportive for learners of all backgrounds and from all professional groups. | |
| 1.3 | The organisational culture is one in which all staff are treated fairly, with equity, consistency, dignity, and respect. | |
| 1.4 | There is a culture of continuous learning, where giving and receiving constructive feedback is encouraged and routine. | |
| 1.5 | Learners are in an environment that delivers safe, effective, compassionate care and prioritises a positive experience for patients and service users. | |
| 1.6 | The environment is one that ensures the safety of all staff, including learners on placement. | |
| 1.7 | All staff, including learners, can speak up if they have any concerns, without fear of negative consequences. | |
| 1.8 | The environment is sensitive to both the diversity of learners and the population the organisation serves. | |
| 1.9 | There are opportunities for learners to take an active role in quality improvement initiatives, including participation in improving evidence-led practice activities and research and innovation. | |
| 1.10 | There are opportunities to learn constructively from the experience and outcomes of patients and service users, whether positive or negative | |
| 1.11 | The learning environment provides suitable educational facilities for both learners and supervisors, including space and IT facilities, and access to library and knowledge services and specialists. | |
| 1.12 | The learning environment promotes multi-professional learning opportunities. | |
| 1.13 | The learning environment encourages learners to be proactive and take a lead in accessing learning opportunities and take responsibility for their own learning. | |
| **Standard number** | **Questions** | **Please provide evidence here. It can include a mixture of text and embedded documents and can answer more than one question at a time.** |
| 1.1  1.2  1.4 | How does the organisation demonstrate the importance placed on learning and that it provides a supportive environment within which learners are developed, encouraged, and challenged to become reflective practitioners and lifelong learners?  Are policies and processes in place to promote equality, diversity, and inclusion in the learning environment?  What initiatives are there to promote a culture of continuous learning, where giving and receiving constructive feedback is encouraged and routine? |  |
| 1.3 | Is there a clear commitment to create an environment of psychological and cultural safety for all learners, with no denial of their identity, to encourage a sense of belonging? |  |
| 1.5  1.6  1.7  1.8  1.10 | What processes are in place to ensure the safety and wellbeing of patients, service users and learners?  Do all staff, including learners, have access to the necessary resources, facilities, and equipment to ensure their safety in the workplace and to deliver safe clinical care?  How is the organisation working towards standardising policies and standard operating procedures to support the safety of all staff, including learners on placement?  What systems and processes are in place (e.g. whistle-blowing policy) to enable all staff, including learners, to raise concerns about clinical safety, care, or education without any fear of repercussions?  How are patient safety concerns, or concerns about the safety of staff, dealt with and monitored?  How does the organisation record, reflect and learn from significant events and patient safety concerns?  How is this learning shared?  How are patient safety concerns, or concerns about the safety of staff, dealt with and monitored? |  |
| 1.9  1.12  1.13 | What opportunities are there for learners and supervisors to undertake activities and learning that drive quality improvement across the organisation?  How does the learning environment promote multi-professional learning opportunities?  How does the learning environment encourage learners to be proactive and take a lead in accessing learning opportunities and take responsibility for their own learning? |  |
| 1.11 | Do learners and supervisors have access to Wi-Fi and IT equipment to support educational activities?  Do learners and supervisors have access to quality assured knowledge and library services to support education, research and decision making? |  |

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| **DOMAIN 2. Educational governance and commitment to quality** | | |
| Please provide examples of activities, processes and or policies that demonstrate educational governance and commitment to quality. There may be gaps, depending on the maturity of your organisation. The evidence provided will be assessed by the criteria in the assessment section for this domain. | | |
| **Standard number** | **Standard description** | |
| 2.1 | There is clear, visible, and inclusive senior educational leadership, with responsibility for all relevant learner groups, which is joined up and promotes team-working and both a multi-professional and, where appropriate, inter-professional approach to education and training. | |
| 2.2 | There is active engagement and ownership of equality, diversity and inclusion in education and training at a senior level. | |
| 2.3 | The governance arrangements promote fairness in education and training and challenge discrimination. | |
| 2.4 | Education and training issues are fed into, considered, and represented at the most senior level of decision making. | |
| 2.5 | The provider can demonstrate how educational resources (including financial) or allocated and used. | |
| 2.6 | Educational governance arrangements enable organisational self-assessment of performance against the quality standards, an active response when standards are not being met, as well as continuous quality improvement of education and training. | |
| 2.7 | There is a clear strategy, involving working with partners, to ensure sufficient practice placement capacity and capability, including appropriately supported supervisors. | |
| 2.8 | There is proactive and collaborative working with other partner and stakeholder organisations to support effective delivery of healthcare education and training and spread good practice. | |
| 2.9 | Consideration is given to the potential impact on education and training of services changes (i.e., service re-design / service reconfiguration), taking into account the views of learners, supervisors, and key stakeholders (including HEE and Education Providers.). | |
| **Standard number** | **Questions** | **Please provide evidence here. It can include a mixture of text and embedded documents and can answer more than one question at a time.** |
| 2.1  2.2 | Who is responsible for education within the organisation and how is a multi-professional learning environment promoted?  Who leads EDI in the organisation and how do they ensure the development and sharing of EDI good practice in education and training? |  |
| 2.3  2.4  2.6 | What educational governance processes are in place?  How does the organisation evaluate, manage, and improve the quality of education and training?  How are educational and training issues fed into, considered, and represented at a senior level?  Are learners and supervisors supported to raise concerns about training through feedback mechanisms?  What processes are in place to respond to feedback? |  |
| 2.5 | Can appropriate use of educational resources can be demonstrated? |  |
| 2.7 | How does the organisation support the delivery of appropriate educational and clinical supervision for all learners (e.g. allocated time for supervision)?  How are learners supported to obtain their educational needs and personal goals? |  |
| 2.8  2.9 | How is the organisation proactively working with other partner and stakeholder organisations to support effective delivery of healthcare education and training and spread good practice.  How does the organisation work collaboratively with other stakeholders to ensure adequate placement capacity, quality and effective management of supervision resources? |  |

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| **DOMAIN 3. Developing and supporting learners** | | |
| Please provide examples of activities, processes and or policies that demonstrate how you develop and support learners. there may be gaps, depending on the maturity of your organisation. The evidence provided will be assessed by the criteria in the assessment section for this domain. | | |
| **Standard number** | **Standard description** | |
| 3.1 | Learners are encouraged to access resources to support their physical and mental health and wellbeing as a critical foundation for effective learning. | |
| 3.2 | There is parity of access to learning opportunities for all learners, with providers making reasonable adjustments where required. | |
| 3.3 | The potential for differences in educational attainment is recognised and learners are supported to ensure that any differences do not relate to protected characteristics. | |
| 3.4 | Supervision arrangements enable learners in difficulty to be identified and supported at the earliest opportunity. | |
| 3.5 | Learners receive clinical supervision appropriate to their level of experience, competence and confidence, and according to their scope of practice. | |
| 3.6 | Learners receive the educational supervision and support to be able to demonstrate what is expected in their curriculum or professional standards to achieve the learning outcomes required. | |
| 3.7 | Learners are supported to complete appropriate summative and/or formative assessments to evidence that they are meeting their curriculum, professional standards, and learning outcomes. | |
| 3.8 | Learners are valued members of the healthcare teams within which they are placed and enabled to contribute to the work of those teams. | |
| 3.9 | Learners receive an appropriate, effective, and timely induction into the clinical learning environment. | |
| 3.10 | Learners understand their role and the context of their placement in relation to care pathways, journeys and expected outcomes of patients and service users. | |
| 3.11 | There are opportunities for learners to receive appropriate careers advice from colleagues within the learning environment, including understanding other roles and career pathway opportunities. | |
| 3.12 | Learners are supported, and developed, to undertake supervision responsibilities with more junior staff as appropriate. | |
| 3.13 | Transition from a healthcare education programme to employment and/or, where appropriate, career progression, is underpinned by a clear process of support developed and delivered in partnership with the learner. | |
| **Standard number** | **Questions** | **Please provide evidence here. It can include a mixture of text and embedded documents and can answer more than one question at a time.** |
| 3.1  3.2 | What resources do learners have access to (e.g. Occupational Health, counselling, careers advice) to support their wellbeing?  What education and training sessions, including technology enhanced opportunities, as required by their curriculum do learners have access to during the placement? |  |
| 3.3  3.4  3.5 | What strategies are in place to reduce potential differential attainment through inclusive education and training, such as enhanced induction, buddying and examination preparation?  What supervision arrangements are there to enable learners in difficulty to be identified and supported at the earliest opportunity? |  |
| 3.6 | How does the organisation facilitate the learners access to the named individual responsible for overseeing their educational progression during the placement?  Are supervisor meetings of sufficient duration and frequency to provide sound learning, safe patient care and learner wellbeing?  How does the organisation work collaboratively with partners to ensure the availability of placements can meet the breadth and depth of curricula requirements? |  |
| 3.7  3.9 | Do learners receive a timely induction including duties, supervision arrangements, their role, how to gain support, clinical guidelines, and policies to follow, access learning resources and how to raise concerns?  Do learners receive adequate clinical supervision which complies with the respective regulatory and professional requirements?  Are they informed of who is responsible for their supervision and how to ask for help?  How are ground rules and boundaries agreed for supervision (such as frequency, purpose, preparation required, and feedback processes)?  How are learners supported to take appropriate study leave to support their curriculum (e.g. study leave policy)?  What are the supervisor and organisation processes for giving learners regular, constructive, and meaningful feedback?  How are the learners encouraged to seek and where appropriate give feedback? |  |
| 3.8 | How are learners supported to take responsibility for their own learning as adult learners?  How are learners enabled to contribute to their work of their team?  How are learners encouraged to contribute to team activity with appropriate responsibility, autonomy and exposure to risk? |  |
| 3.10 | How does the organisation support learners to understand their role and the context of their placement in relation to care pathways, journeys and expected outcomes of patients and service users? |  |
| 3.12 | Are learners supported to supervise more junior staff where appropriate including supervision, teaching and assessments? |  |
| 3.11  3.13 | What opportunities are there for learners to receive appropriate careers advice from colleagues within the learning environment, including understanding other roles and career pathway opportunities?  How do you support learners to transition from education programme to employment or career progression? |  |

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| **DOMAIN 4. Developing and supporting supervisors** | | |
| Please provide examples of activities, processes and or policies that demonstrate how you develop and support supervisors. There may be gaps, depending on the maturity of your organisation. The evidence provided will be assessed by the criteria in the assessment section for this domain. | | |
| **Standard number** | **Standard description** | |
| 4.1 | Supervisors can easily access resources to support their physical and mental health and wellbeing. | |
| 4.2 | Formally recognised supervisors are appropriately supported, with allocated time in job plans/ job descriptions, to undertake their roles. | |
| 4.3 | Those undertaking formal supervision roles are appropriately trained as defined by the relevant regulator and/or professional body and in line with any other standards and expectations of partner organisations (e.g., Education Provider, NHSE). | |
| 4.4 | Clinical Supervisors understand the scope of practice and expected competence of those they are supervising. | |
| 4.5 | Educational Supervisors are familiar with, understand and are up-to-date with the curricula of the learners they are supporting. They also understand their role in the context of leaners’ programmes and career pathways, enhancing their ability to support learners’ progression. | |
| 4.6 | Clinical supervisors are supported to understand the educational needs (and other non-clinical needs) of their learners. | |
| 4.7 | Supervisor performance is assessed through appraisals or other appropriate mechanisms, with constructive feedback and support provided for continued professional development and role progression and/or when they may be experiencing difficulties and challenges. | |
| **Standard number** | **Questions** | **Please provide evidence here. It can include a mixture of text and embedded documents and can answer more than one question at a time.** |
| 4.1  4.2 | What support does the organisation provide for supervisor wellbeing?  How is time protected to ensure that supervisors have appropriate allocated time to meet the responsibilities of the role, including assessments of learners to ensure safe effective care and a positive learning experience? |  |
| 4.3  4.4  4.5 | What is the process for staff considering a formal supervision role?  Does the organisation have an up-to-date record of all supervisors?  How are clinical supervisors supported to know the scope of practice and expected competence of those under their supervision?  How are educational supervisors supported to be familiar with the appropriate learner’s curriculum and to support a range of learning opportunities commensurate with the learners needs? |  |
| 4.6 | How does the organisation support supervisors to liaise with each other to ensure a consistent approach to education and training and a shared understanding of learners clinical, educational, and other non-clinical needs? |  |
| 4.7 | How does the organisation support and ensure supervisor professional development and training?  How is supervisor performance assessed (e.g. as part of an appraisal) and constructive feedback given?  Does the organisation have a process to deal with supervisors’ concerns or difficulties effectively and in a timely manner? |  |

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| **DOMAIN 5. Developing programmes and curricula** | | |
| Please provide examples of activities, processes and or policies that demonstrate how you develop and support programmes and curricula. There may be gaps, depending on the maturity of your organisation. | | |
| **Standard number** | Standard description | |
| 5.1 | Practice placements must enable the delivery of relevant parts of curricula and contribute as expected to training programmes. | |
| 5.2 | Placement providers work in partnership with programme leads in planning and delivery of curricula and assessments. | |
| 5.3 | Placement providers collaborate with professional bodies, curriculum/ programme leads and key stakeholders to help to shape curricula, assessments, and programmes to ensure their content is responsive to changes in treatments, technologies, and care delivery models, as well as a focus on health promotion and disease prevention. | |
| 5.4 | Placement providers work in collaboration with partners at a systems level to ensure delivery of curricula across placements. | |
| 5.5 | Placement providers proactively seek to develop new and innovative methods of education delivery, including multi-professional approaches. | |
| 5.6 | The involvement of patients and service users, and learners, in the development of education delivery is encouraged. | |
| 5.7 | Timetables, rotas, and workload enable learners to attend planned/ timetabled education sessions needed to meet curriculum requirements. | |
| Standard number | Questions | **Please provide evidence here. It can include a mixture of text and embedded documents and can answer more than one question at a time.** |
| 5.1 | How is service and education balanced within the organisation? Does work undertaken by learners in placements provide learning opportunities and an appropriate breadth of experience to meet the individual learner needs and experience required for curriculum delivery? |  |
| 5.2  5.3  5.4  5.5  5.6 | How do placement providers work in partnership with programme leads in planning and delivery of curricula and assessments?  How does the organisation and its supervisors ensure that learning opportunities meet curriculum needs?  Are curricula and assessments delivered so that all learners are enabled to achieve the learning outcomes required by their curriculum or professional standards?  Does the organisation develop and implement new and innovative ways of delivering education to enhance curricular and learner experience?  How does the organisation involve patients and service users, and also learners, in the development of education delivery? |  |
| 5.7 | Do learners have sufficient protected time to attend education sessions and do those facilitating have adequate resources to ensure their delivery? |  |

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| **DOMAIN 6. Developing a sustainable workforce** | | |
| Please provide examples of activities, processes and or policies that demonstrate how you develop a sustainable workforce. There may be gaps, depending on the maturity of your organisation. The evidence provided will be assessed by the criteria in the assessment section for this domain. | | |
| **Standard number** | **Standard description** | |
| 6.1 | Placement providers work with other organisations to mitigate avoidable learner attrition from programmes. | |
| 6.2 | There are opportunities for learners to receive appropriate careers advice from colleagues within the learning environment, including understanding other roles and career pathway opportunities. | |
| 6.3 | The provider engages in local workforce planning to ensure it supports the development of learners who have the skills, knowledge and behaviours to meet the changing needs of patients and service. | |
| 6.4 | Transition from a healthcare education programme to employment and/or, where appropriate, career progression, is underpinned by a clear process of support developed and delivered in partnership with the learner. | |
| **Standard number** | **Questions** | **Please provide evidence here. It can include a mixture of text and embedded documents and can answer more than one question at a time.** |
| 6.1  6.3 | How does the organisation work collaboratively with other partner and stakeholder organisations to ensure sufficient placement capacity and capability, and the effective management of supervision resources?  How does the organisation mitigate avoidable learner attrition from programmes?  How does the organisation engage in shared workforce planning and development in partnership with wider health and care partners?  How does the organisation collect and analyse data to evaluate improvements to attrition levels and the impact on potential workforce supply? |  |
| 6.2  6.4 | How does the organisation enable learners to appreciate the range of career opportunities available, and new ways of working?  What opportunities are there for learning experiences across service, sector and organisational boundaries?  How does the organisation support learners to make the transition into employment? |  |

## Assessment Outcome and Recommendations - for Lead Approver use only.

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| Date of assessment meeting: Click or tap to enter a date. | | | | |
| Organisation staff present for assessment (names and roles): | | | | |
| **Domain** | **Has the domain been met?** | **Mandatory Actions** | **Review date** | **Comments and recommendations. Please provide both positive feedback and information about unmet standards.** |
| 1 | Choose an item. |  | Click or tap to enter a date. |  |
| 2 | Choose an item. |  | Click or tap to enter a date. |  |
| 3 | Choose an item. |  | Click or tap to enter a date. |  |
| 4 | Choose an item. |  | Click or tap to enter a date. |  |
| 5 | Choose an item. |  | Click or tap to enter a date. |  |
| 6 | Choose an item. |  | Click or tap to enter a date. |  |

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| **Approval details** | | |
| Organisation approval outcome: **Choose an item.** | | |
| |  |  |  | | --- | --- | --- | | ODS Code | Approved for wider workforce training or education | Approved for GP training | |  | 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. | |  | Choose an item. | Choose an item. | |  | Choose an item. | Choose an item. | |  | Choose an item. | Choose an item. | | | |
| Lead Approver’s name and job title: |  | Date completed: Click or tap to enter a date. |
| Additional Approver’s name and job title (optional): |  | Date completed: Click or tap to enter a date. |
| **This document must be kept in Microsoft Word format to allow reports and annual reviews to be completed. When completed, please email this form to** [**england.ksspc.educationquality@nhs.net**](mailto:england.ksspc.educationquality@nhs.net) | | |
| Ratified by Primary Care School (name and job title): |  | Date completed: Click or tap to enter a date. |