

## **Newham Training Hub**

### **Guide to completing Form 1: NHS England WTE recognition of new educators and learning environments**

#### **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).

This guide will help new educators and learning environments in Newham complete [Form 1: Initial Recognition of New Educational Environments and New Educators in a Primary Care Network](#).

#### **2. Application process for new educators and learning environments**

All new educators and learning environments submit Form 1 Initial Recognition of New Educational Environments and New Educators in a Primary Care Network as part of their application process, and forms the basis of educator and environment approval assessments. More information about the application process can be found in this guide.

Form 1: Recognition of new educators and learning environments application is used for:

- Educators who have completed a recognised NHS England WTE educator course and want to supervise learners in primary care on accredited NHS England training and placement pathways.
- GP practices and organisations that are not recognised by NHS England WTE as learning environments but want to host learners in primary on accredited NHS England training and placement pathways.

There is a second form for Primary Care Networks (PCNs) to apply as at scale learning environments. Further information about PCN at scale applications and the form is available

### 3. Guide to completing the 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.	Applicable to all applications
Part 2	Section 1 - Training Locations: <ul style="list-style-type: none"> <li>Domain 1: Learning environment culture</li> <li>Domain 2: Educational Governance</li> <li>Domain 3: Developing and supporting learners</li> <li>Domain 6: Developing a sustainable workforce</li> </ul>	Applicable to environment applications
Part 3	Section 2 – Educators: <ul style="list-style-type: none"> <li>Domain 4: Developing and supporting supervisors</li> <li>Domain 5: Delivering programme and curriculum</li> </ul>	Applicable to educator applications

Part 2 and 3 of the application form reflect the six domains of the [NHS England WTE Quality Framework](#).

#### Part 1 - Appendix 2: Application Form for Initial Recognition of New Educational Environments and New Educators in a Primary Care Network

1.1 Application summary and lead details													
<table border="1"> <tr> <td>Applicant Name / PCN Lead's Name: (Applicant submitting on behalf of PCN)</td> <td></td> </tr> <tr> <td>Role:</td> <td></td> </tr> <tr> <td>Practice Manager email/details</td> <td></td> </tr> <tr> <td>PCN/Organisation:</td> <td></td> </tr> <tr> <td>Date completed:</td> <td></td> </tr> <tr> <td>Signature:</td> <td></td> </tr> </table>	Applicant Name / PCN Lead's Name: (Applicant submitting on behalf of PCN)		Role:		Practice Manager email/details		PCN/Organisation:		Date completed:		Signature:		<p>In this table all applicants are asked to provide:</p> <ul style="list-style-type: none"> <li>The name and email of the application lead</li> <li>Role / job title</li> <li>Practice name and manager details (if applicable)</li> <li>Name of PCN</li> <li>Date of completion</li> <li>Signature of lead applicant. This can be added digitally.</li> </ul>
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## Part 2 – Section 1: Training Locations

In 'Section One: Training Locations', the applicant lead must demonstrate how activity is supported in the learning environment where education and training takes place.

Each domain in section one aligns to four of the six domains in the NHS England Quality Framework. Applicants must provide written evidence against each domain in the section of the form.

Tick boxes are to be used to indicate that the written response has referenced the mandatory sources of evidence required. Where a box is not ticked it will be assumed that the mandatory evidence cannot be met.

Evidence examples for each question should be between 100 – 250 words per domain. Applicants are to write their responses in the 'further information' section of the form under each domain, noting the following guidance through the form:

- Applicants should add explanations relating to evidence that the learning environment cannot provide.
- Applicants are strongly encouraged to make use of clear and relevant examples to evidence that these requirements are met.
- Applicants should avoid providing similar responses across different domains.
- Responses may point to other metrics, e.g. a recent CQC audit outcome to demonstrate that a standard has been met; in these instances applicants must demonstrate how those standards were achieved.
- Applicants should be aware that review of the form is based on the applicant's responses; therefore applications should avoid references to other documents or applications that are not included on this form.

### Section 1: Location Recognition

Section 1: Location Recognition (Please remove this section if only undertaking educator approvals)					
List of all locations applying for approval					
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 take

Complete Domains 1, 2, 3 & 6 in this section.

Section 1 is only required for new learning environment applications.

In this table the applicant lead must list all training practices and locations applying for approval.

All columns in the table must be completed. This includes:

- CQC rating: applications should include a link to the practice/learning environment's latest CQC report.

Applications for new educator approval and are working in recognised learning environment should go to '**Section 2: Educator Recognition**'.

Assessors to comment on evidence found at assessment below	Comment of assessing team on suitability and any recommendations	This part of the table is to be left blank throughout the form; it is for internal use.

## Guidance to support Domain 1: Learning Environment and Culture

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<p>In Domain 1 applicants are being asked to provide assurances that any education or training delivered in the GP practice meets the requirements as set by NHSE and other educational regulators.</p> <p>In the written response, the learning environment should evidence:</p> <ul style="list-style-type: none"> <li>How the learning environment encourages training and professional development of individuals.</li> <li>Staff have protected time set aside to deliver structured feedback and reflection.</li> <li>The learning environment is suitable in space and size and will accommodate needs of learners.</li> <li>IT facilities are accessible and managed securely. Support is available when needed.</li> <li>The learning environment can evidence Equality, Diversity, and Inclusion (EDI) values as part of their organisational culture.</li> </ul>																													
<b>Domain 1 evidence</b>	<b>Learning environment examples</b>																												
Standard Operating Procedures (SOPs) are in place to support patient safety and care.	The learning environment can evidence operational policies in place to support patients and staff.																												

	Examples provided should reference areas that SOPs cover and the frequency of review.
Improvements made based on feedback are documented.	The learning environment can evidence how feedback is collected and addressed.
There are defined processes detailing how staff and learners can raise concerns and how these will be acted on.	There are systems and processes that support all staff, including learners, to raise concerns that is safe, inclusive, and confidential.
Opportunities for multi-professional learning and quality improvement activities.	The learning environment has links with local borough Faculty groups and can access regular training and development opportunities for all staff.  Quality improvement activities help the learning environment to evaluate current quality of care and identify areas for future development.
Digital resources are easily accessible.	The learning environment can evidence that all staff, including learners, can access digital resources and systems to carry out their roles.
There is an induction for learners which is suitable and covers all appropriate organisational aspects, e.g., rotas, handover, etc.	The learning environment will complete an induction for learners upon commencement of their training and/or placement.

## Guidance to support Domain 2: Educational Governance and Leadership

Domain 2: Educational Governance and Leadership	
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 EDI 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) are 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 proactive and collaborative working with other partner and stakeholder organisations to support effective delivery of healthcare education and training and spread good practice
2.8	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).



In Domain 2 applicants are required to demonstrate that environments and educators can identify good practice in delivering learner curriculum and assessment. This includes self-assessment in areas requiring support and/or improvement and partnership working with HEIs, regulators and other providers.

In the written response, the learning environment should evidence:

- The environment is represented in local network educator groups. This includes leadership with visible roles and responsibilities.
- The allocation of educational resources is managed appropriately and fairly.
- The learning environment documents and makes visible its responses when standards have not been met.
- Education and training issues are fed back to senior leadership forums.
- There is regular, structured stakeholder engagement with partners/organisations.

Domain 2 evidence	Learning environment examples
There is representation of different professions at senior levels in the practice and decision-making impacting on education is clearly communicated.	The learning environment can evidence that governance arrangements are transparent.  Examples should include how the impacts of change on education and training are considered and communicated across all levels.
Regular self-assessment takes place.	The learning environment can evidence the frequency and format of self-assessment.
Feedback from learners is encouraged and documented.	The learning environment can evidence that feedback from learners is encouraged.  Examples can include changes that have been implemented in response to learner feedback.
Good practice is shared across practice roles.	The learning environment can evidence that there are appropriate forums and opportunities for all staff to share good practice.

### Guidance to support Domain 3: Supporting and empowering learners

Domain 3: Supporting and empowering learners	
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 and regulatory 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 and introduction 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	Learners are supported, and developed, to undertake supervision responsibilities with more junior staff as appropriate.

<p>In Domain 3 applicants are required to demonstrate how staff promote a culture of education and training that supports the health and wellbeing of learners, provides pastoral support and offers opportunities for relevant curricular experience and assessment aligned to learner outcomes.</p> <p>In the written response, the learning environment should evidence:</p> <ul style="list-style-type: none"> <li>• The learning environment supports the health and wellbeing of learners and resources are clearly signposted and available.</li> <li>• Structures are in place to provide learners with extra support when required.</li> <li>• Assessments are administered appropriately against learning outcomes and supervision is aligned to learning outcomes.</li> <li>• The learning environment encourages learner feedback.</li> <li>• Learners and their contributions are made to feel valued.</li> </ul>	
<b>Domain 3 evidence</b>	<b>Learning environment examples</b>
There is a clear structure for pastoral and health and wellbeing support.	The learning environment can evidence that support is clearly signposted during the learner induction, and throughout the subsequent placement.
Supervision is flexible to suit learner needs.	The learning environment can evidence changes it has made to supervision in response to learner needs, such as in cases of differential attainment or neurodiversity.
Learners requiring additional support are identified at the earliest opportunity.	The learning environment can evidence that learners' needs are assessed and documented.
There is protected time for learners to complete formative and summative assessments.	<p>The learning environment can evidence that the workload of learners is reviewed.</p> <p>Evidence should include how assessments are reviewed against learning outcomes.</p>
Processes are in place to ensure availability of supervisors/educators.	The learning environment can evidence that processes are place to ensure staff can provide adequate cover for all education sessions.
Learner feedback is reviewed and acted on in a timely way.	The learning environment can evidence how learners are integrated into the workforce, e.g. in clinical meetings, practice meetings and QI activities.

## Guidance to support Domain 6: Delivering a sustainable workforce

Domain 6: Delivering a sustainable workforce	
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

In Domain 6 applicants are required to demonstrate a commitment to growing multi-professional teams and a sustainable workforce, promoting opportunities to work locally and take steps to reduce learner attrition.

In the written response, the learning environment should evidence:

- The learning environment works in partnership with stakeholders and organisations to increase efficiency.
- Career advice is available for learners.
- The learning environment engages with their training hub to understand workforce needs.
- The learning environment supports the learner in their transition to employment.

Domain 6 evidence	Learning environment examples
Placements actively promote primary care as a career for learners.	The learning environment can evidence how it provides career advice, or how it embeds workforce planning within learner development.  This should include how local career development opportunities are advertised.
Learners are exposed to other roles and career pathway opportunities.	The learning environment can evidence a multi-professional approach towards education, such as through tutorials.
The learning environment engages with their training hub and other organisations to expand clinical placements.	The learning environment can evidence engagement with Higher Education Institutes (HEIs) and Borough Training Hubs to understand training and workforce needs and issues.
The learning environment has a structure in place to support learners in their transition away from academic learning to clinical learning and employment.	The learning environment can evidence how placements and assessments are reviewed in line with changes in care delivery models, technologies, and treatments.

## Part 3 – Section 2: Educator Recognition

In 'Section Two: Educator Recognition', the applicant must demonstrate how they support supervision and training of others in primary care. In the evidence provided the applicant must demonstrate their continuous development of educators and supervisors.

Each domain in section two aligns to two of the six domains in the NHS England Quality Framework. Applicants must provide written evidence against each domain in the section of the form.

Tick boxes are to be used to indicate that the written response has referenced the mandatory



sources of evidence required. Where a box is not ticked it will be assumed that the mandatory evidence cannot be met.

Evidence examples for each question in a domain should be between 100 – 250 words. Applicants are to write their responses in the 'further information' section of the form under each domain.

Section 2: Educator Recognition					
Educator Details					
Name	Practice Details (Name, Address, ODS Code)	Professional Registration Number	Email Address	Educational Qualification	Date of last Peer Review

Section 2 is only required for new educator applications (the table has multiple rows for a batch assessment; one row per applicant educator).

In this table the applicant lead must list any new educator applying for approval using the application form who:

- Has completed a recognised NHS England WTE training course to supervise learners.

For each educator, the applicant must complete all columns and include:

- Name of educator
- Email of educator
- Professional registration number (e.g., GMC, NMC, GPhC, HCPC)
- Education course qualification (being clear as to which qualifications being referred to, and should include mandatory NHS England WTE educator courses completed prior to submitting this form.
- Date of their last peer-reviewed teaching session.

## Guidance to support Domain 4: Supporting and empowering educators

Domain 4: Supporting and empowering educators	
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, HEE).
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 learners' programmes and career pathways, enhancing their ability to support learners' progression
4.6	Clinical supervisors are supported to understand the education, training and any other support 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.

In Domain 4 applicants are required to show how, as an educator of any profession, they have the necessary experience, are trained to the required standards to support the education and training of learners, and intend to maintain those standards through feedback and appraisal. Educators are encouraged to write a reflective statement that includes evidence of their training and ongoing development as an educator.

In the written response, the educator should evidence:

- Resources can be accessed by the educator to support their health and wellbeing.
- Time is allocated within job plans to undertake education and deliver teaching.

<ul style="list-style-type: none"> <li>• Performance is regularly assessed and there is a commitment to CPD.</li> <li>• Appropriate training defined by the education provider and/or professional body has been undertaken.</li> <li>• Expected competencies for the learner type and curriculum are understood.</li> <li>• Educators are proactive in staying up to date with curriculum of learners they are supporting and any other support needs of their learners.</li> <li>• The role of an educator and supporting future workforce pathways is understood.</li> </ul>	
<b>Domain 4 evidence</b>	<b>Educator examples</b>
The applicant has access to learner support.	The educator can evidence how their practice supports, or plans to support them, to ensure educators are sufficiently trained and assisted within the practice.
The applicant has time protected to address professional development needs, attend network meetings, educator workshops and events.	The educator can evidence how they are supported to have protected time, such as allocated time in job descriptions/work plans.
Appropriate time is allocated to deliver teaching and meet educational requirements.	The educator can evidence how the practice would react to challenges in delivering teaching commitments, e.g., supervisor absence.
Evidence that the applicant is up to date with all current curriculum requirements and standard.	<p>The educator can evidence that learner outcomes are understood.</p> <p>This includes how educators opportunities to keep up to date with all current curriculum requirements and standards (from a clinical and educator point of view).</p>
Individual learning needs and evidence of diversity of teaching methods to support different learner types and styles.	The educator can evidence different approaches to teaching, e.g., use of joint tutorials, multi-professional approaches, role play, etc.

## Guidance to support Domain 5: Delivering curricula and assessment

Domain 5: Delivering curricula and assessment	
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 proactively seek to develop new and innovative methods of education delivery, including multi-professional approaches
5.5	The involvement of patients and service users, and learners, in the development of education delivery is encouraged.
5.6	Timetables, rotas, and workload enable learners to attend planned/ timetabled education sessions needed to meet curriculum requirements.

In Domain 5 applicants are required to show how, as an educator of any profession, they can deliver flexible teaching to adapt to different learning needs and styles, and are responsive to changes within curricula and assessment.

In the written response, the educator should evidence:

- The placement meets the relevant curriculum of training programmes.
- The educator works in partnership to access additional teaching support with other programmes leads.
- Curriculum and assessments are shaped to stay up to date with changes in care delivery models, technologies, and treatments.
- Diversity of teaching, including multi-professional approaches to education delivery, is taken. This includes involvement of patients (where appropriate).
- Protected time is given to the learner in timetables, rotas, workloads to meet the curriculum requirements.

Domain 5 evidence	Educator examples
Placements will ensure learners meet all learning requirements.	The educator can evidence how approaches to teaching can be flexible and adapt to meet evolving requirements.
Placement and clinical curriculum are regularly reviewed in line with regulators for all professions with educators present.	The educator can evidence how they are engaged and have a dialogue with educational organisations (HEI's etc.).  A rota-coordinator or other job role could be named that checks placements against learner and HEI requirements.
Process is in place to raise and manage learning concerns.	The educator can evidence how learner outcomes are tracked during placement, and how learner concerns can be raised.
Delivery of teaching is changed/modified based on feedback from educator to learner and clinical content taught.	The educator can evidence how feedback is obtained from learners, and subsequent changes that have been made to the approaches to teaching.
Engagement with patient groups	The educator can evidence that surveys have been undertaken within last 12 months and has there been service changes based on results.