**Application for Re-approval (or New Approval) as GP or Foundation Trainers**

This is a crib sheet to help complete the Application Form. The idea is to give access to the longer questions to give the option for those trainers that wish, to first complete a Word Document before copying and pasting the longer answers on to the Application Microsoft Form. It can then be shared with NHS appraisal as part of the evidence in your role as a Trainer.

To access the form please click on [“GP Trainer Approval Form ”](https://forms.office.com/Pages/ResponsePage.aspx?id=K5Gn_5ewMUGcD9DoB1Wyq9czwA01iAtKsYoBoduBWN9UMzJSNlBFQVFVV1pBU0g2OVNVVlhEMU1YRy4u)

**Additional dates/information needed include:**

1) Appraisal date

2) Revalidation date

3) Eq/Diversity Expiry Date

4) Practice M-code

**Everything else should be known or accessible.**

**There are 10 Longer Questions which may already have been covered in any Peer-to-Peer appraisal. (This is not compulsory but a recommended activity for Trainers’ Workshops). The questions are based on the GMC sections.**

Please do not spend ages writing an education dissertation; bullet points are perfectly acceptable.

**B) Evidence for Educational Development and a Supportive Learning Environment**

"GMC Promoting excellence: standards for medical education and training" provides the basis for these questions. Please write **short notes or bullet points** how you and the practice respond to each of the following sections:

Section 1: Ensuring safe and effective patient care through training (32)

Section 2: Establishing and maintaining an environment for learning (33)

Section 3: Teaching and facilitating learning (3#)

Section 4: Enhancing learning through assessment (36)

Section 5: Supporting and monitoring educational progress (37)

Section 6: Guiding personal and professional development (38)

Section 7: Continuing professional development as an educator (39)

**32. Section 1: Ensuring safe and effective patient care through training. This section is about how you protect patients and enhance their care through the supervision of trainees; balancing the needs of your patients and the service with the educational needs of trainees.**

*Standards:*

*> Supervisors should ensure that trainees have undertaken an appropriate educational induction.*

*> Supervisors should allow trainees, when suitably competent and appropriately supervised, to take graduated responsibility for care appropriate to the needs of the patient (please refer to Appendix A).*

*Educational and GP clinical supervisors:*

*> Please discuss your personal educational (not organisational) induction process for trainees, including any tools used to assess a trainee’s initial educational needs*

*> Please describe how you support trainees to take graduated responsibility for patient care: this will include surgery/urgent/OOH consulting, home visits (including on call) video and telephone consulting.*

*OOH clinical supervisors:*

*> Please describe how you introduce the OOH shift to the trainee who you are working with*

***Evidence:***

**33. Section 2: Establishing and maintaining an environment for learning. This section is about how you provide a safe clinical environment that is conducive to effective learning for trainees and others.**

*Standards:*

*>Ensures that trainees receive the necessary instruction and protection in situations that might expose them to risk.*

*> A supervisor ensures protected time for learning and teaching*

*> A supervisor proactively seeks the views of trainees on their experience of the training process*

*> An ES is aware of the teaching and supervisory skills and experience of members of the primary healthcare team and involves the team in trainee supervision and teaching Educational and ALL clinical supervisors:*

*> How do you ensure that trainees provide a service that neither places them or their patients at risk of harm to their health?*

*> Please describe/provide the system you use to gain feedback from trainees. Educational & named GP clinical supervisors:*

*> Please discuss your trainee’s timetable demonstrating appropriate protected time for teaching and learning.*

*> Please describe how you involve other members of your team in trainee supervision and teaching. > Please provide examples of how you assure educational quality and ensure educational supervision when you are away from the organization. OOH clinical supervisors:*

*> Please consider how your determine the suitability of a trainee for an amber and green shift demonstrating the available time for providing clinical review, feedback and completion of the OOH record sheet*

***Evidence:***

**34. Section 2: Establishing and maintaining an environment for learning.**

**This section is about how you provide a safe clinical environment that is**

**conducive to effective learning for trainees and others. \***

*Standard: An educational/GP clinical supervisor has the responsibility to ensure*

*1) 12 hours of educational time (wte) during the working week in order to be to be compliant*

*with the current Junior Doctors Contract*

*2) Two hours of tutorial time each week*

*3) The workload requirements are legal and that wherever possible they do not compromise*

*learning*

*Please confirm these conditions are being met: YES/NO*

**35. Section 3: Teaching and facilitating learning.**

**This section is about how you work with trainees to facilitate their learning. \***

*Standards:*

*> A supervisor:*

*a) plans learning and teaching according to the educational needs of the trainee*

*b) uses a range of teaching interventions in clinical setting*

*c) facilitates a wide variety of appropriate learning opportunities*

*d) supports the trainee to develop ability for self-directed learning, self-awareness and critical reflection*

*e) supports the trainee in the acquisition of generic professional skills.*

*> An educational supervisor supports the trainee to gain supervised and documented experience of urgent and unscheduled care including GP out-of-hours work in accordance with COGPED guidance*

*Educational & named GP clinical supervisors:*

*> Please describe examples from your teaching log showing how you facilitate a wide range of learning opportunities.*

*> Please provide evidence showing how you support your trainee to gain experience in Urgent and Unscheduled Care (including OOHs) and assess your trainee’s capability in Urgent and Unscheduled Care.*

*OOH clinical supervisors:*

*> Please describe examples of how you have supported a trainee to progress their learning in the core OOH competencies described by the RCGP*

***Evidence:***

**36. Section 4: Enhancing learning through assessment. This section is about how you facilitate assessment and provide feedback.**

*Standards:*

*> A supervisor provides feedback to the trainee, throughout his/her training programme. This feedback should be clear, constructive and focused.*

*> The supervisor should understand the purpose of, and demonstrate ability in the use of, approved workplace based assessment tools. The supervisor should support the trainee in preparation for the MRCGP.*

*> An educational supervisor ensures work place based assessments are used effectively by other members of the health care team and monitors completion of WPBA at all stages of training*

*>Supports the trainee’s development in preparation for the MRCGP, guiding the trainee’s use of the e-portfolio and undertaking regular reviews in accordance with the Gold Guide Educational supervisor & ALL clinical supervisors:*

*> Please provide reflection on an example of feedback you have given which you felt went particularly well. Educational & named GP clinical supervisors:*

*> Please describe how you support your trainee to prepare for the CSA and AKT.*

*> Reflect on the outcomes (pass/fail) for your trainees in the AKT and CSA over the past three years?*

*> Please describe what you do to ensure that your skills in Work Place Based Assessment remain calibrated with your peers.*

***Evidence:***

**37. Section 5: Supporting and monitoring educational progress. This section is about how you support trainees.**

*Standards:*

*> A supervisor reviews and monitors educational progress though timetabled meetings, at least at the beginning, middle and end of the placement with the trainee; sets educational objectives in the clinical environment and modifies educational interventions in response.*

*> A Supervisor ensures continuity of supervision and effective educational handover between supervisors within the practice and arranges for the trainee to be supervised by another, appropriately trained, GP in the organisation when the supervisor is absent.*

*> A Supervisor responds efficiently and effectively to emerging problems of trainee progress\_ Educational supervisor & ALL clinical supervisors:*

*> Please describe how you have managed a trainee with problems in training and discuss how you seek advice and provide support for the trainee (please mention any helpful guidelines or policies) Educational & named GP clinical supervisors:*

*> Please discuss a teaching and learning plan to show how you set learning objectives and monitor the trainee’s progress towards them. OOH clinical supervisors:*

*> Reflect on how you feedback on a clinical session and the learning objectives achieved.*

***Evidence:***

**38. Section 6: Guiding personal and professional development. This section is about how you support trainees in their personal and professional development.**

*Standards:*

*> A supervisor should a) provide a positive role model, through demonstration of exemplary clinical skills, professional behaviours and relationships b) be able to demonstrate and maintain appropriate boundaries e.g. social /professional*

*> An Educational Supervisor advises the trainee on career progression and signposts the trainee to other sources of career support Educational supervisor & ALL clinical supervisors:*

*> Please reflect on the aspect of your clinical and professional standing from your latest multi-source feedback questionnaire*

*> If possible provide a summary and reflection of the most recent career counselling you undertook with a trainee.*

***Evidence:***

**39. Section 7: Continuing professional development as an educator. This section is about your personal, professional development as a medical educator.**

*Standard:*

*> A supervisor has an up to date Personal Development Plan in relation to his/her extended role as an educator, derived through annual appraisal*

*Educational supervisor & ALL clinical supervisors:*

*Please provide current PDP objective(s) for your role as an educator and describe to what extent you have met educational objectives from your previous PDP.*

***Evidence:***

**40. Section 7: Continuing professional development as an educator. This section is about your personal, professional development as a medical educator.**

*Standards :*

*> An supervisor evaluates his/her own supervisory practice e.g.: a) through trainee feedback b) A peer review of a teaching episode can provide useful feedback. This could be from directly watching your teaching, or from watching a video of your teaching e.g. with a colleague or at a local Educational Supervisor group. c) reflection on formal or informal feedback leading to a change to improve the educational process. d) peer-to-peer educational appraisal as part of your annual appraisal*

*> An educational supervisor participates regularly in local educator (trainer) groups. As a guide Supervisors would normally be expected to attend a minimum of four sessions per year (or other equivalent educational activity) Educational & named GP clinical supervisors;*

*> Please provide evidence of the feedback of the most recent peer-to-peer review of educational competence, the date this took place, and your personal reflections after peer review.*

*> Please reflect on your most recent attendances at the local trainer group.*

***Evidence:***