**NHS England KSS General Practice Supervisor Approval Form**

**This form is mandatory for the initial approval of all GP Supervisors in Kent, Surrey, and Sussex.**

This application form must be typed and returned electronically in a Microsoft Word or editable PDF format to England.primarycare.kssquality@nhs.net. This is so that your NHS England Lead Assessor can complete their report within this form and send their feedback to you. Forms which are sent to us in a non-editable format will be returned to you and cause delays to the process.

 **Type of Approval (please select one box only as appropriate):**

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| Clinical Supervisor first approval | [ ]  | Educational Supervisor first approval | [ ]  |

 **Declaration**

By submitting this form to NHS England, I declare that it is an accurate reflection of my work as GP Supervisor. I acknowledge that I can be held accountable by the General Medical Council (GMC) or NHS England for any issues arising in the education and training which I deliver. I have completed the GMC annual appraisal and if necessary, revalidation requirements and met the health and probity requirements. I understand that my data will be processed as per NHS England’s privacy notice: <https://www.england.nhs.uk/contact-us/privacy-notice/>.

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| Name of intending GP Supervisor:  |  |
| GMC Number:  |  |
| NHS.net email address:  |  |
| Work telephone number:  |  |
| Start date in your current clinical learning environment (e.g. practice):  |  |
| Number of clinical sessions worked per week in the clinical learning environment:  |  |
| Date of last day of CS course or ES course attendance:  |  |
| Date of last annual GP Appraisal:  |  |
| Are you in good standing with the General Medical Council and NHS England?  |  |
| Are you a salaried doctor or partner or in a substantive post?  |  |
| Are you a locum doctor or a member of the GP Retention Scheme?  |  |
| Please write the date this form was completed:  |  |

| Organisation details – all details are mandatory |
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| Lead location [Organisation Data Service](https://odsportal.digital.nhs.uk/Organisation/Search) (ODS) code:  |  |
| GP Training Programme: | Choose an item. |
| Organisation name:  |  |
| Organisation address:  |  |
| Organisation telephone number:  |  |
| Organisation website address:  |  |
| Are there branch locations attached to your organisation (if yes, please include ODS codes, names, addresses)?  |  |
| Name of organisation manager:  |  |
| NHS.net email address of organisation manager:  |  |
| Will your learners be working any sessions at the branch locations?  |  |
| Patient list size:  |  |
| Who is the Urgent and Unscheduled Care provider in your area?  |  |
| State any significant staff changes in the past calendar year which have or will affect trainee learning (e.g. appointing a new practice manager, educators retiring or resigning, educators changing no. of sessions).  |  |
| Are there any GMC, ICB, NHS England or PHSO complaints currently being investigated? Have you notified your GP Patch Associate Dean so they can provide support and guidance through any difficulties?  |  |
| The date of the last CQC inspection at the practice:  | Click or tap to enter a date. |
| Do you have any overall CQC ratings of ‘Requires Improvement’ or ‘Inadequate’? You must notify Quality Team if they are given.  |  |

**Professional Development Framework for Educators**

All approvals are considered against the seven key areas of the Professional Development Framework for Educators, all of which relate to the role of an educator and supervisor across healthcare learning environments. The following sections are for you to reflect on how you will demonstrate how you meet all seven areas of the professional development framework for educators. Each key area is defined and examples provided that might help in producing your educator response. Each area has a reserved section for the NHS England Lead Approver to complete.

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| **1.** **Ensuring safe and effective patient care through training** This area is about how you protect patients and enhance their care through your supervision of healthcare learners in training, and how you balance the needs of your patients and service with the educational needs of your learners.The educator:* Ensures that trainees have undertaken appropriate induction.
* Allows trainees, when suitably competent, to take responsibility for care, appropriate to the needs of the patient.
* Balances the needs of service delivery with education.
 |
|  | **Educator comments – Please demonstrate using examples and/or supporting narrative how you will meet or plan to meet the following criteria.** | NHS England Comments – Does the educator demonstrate that they ensure safe and effective patient care through training? (Met/Partially Met/Not Met) |
| **1.1a** Please summarise your educational (not organisational) induction for trainees, including any tools used to assess a trainee’s initial educational needs. **1.1b** Cultural Induction: Please summarise how you introduce new trainees to the practices culture, values, beliefs, and professional expectations and how you introduce the practice to the culture and beliefs of your trainees? **1.1c** Patient Safety Induction: Please summarise what processes the practice follows in induction to ensure patient safety for doctors new to the NHS?  |  |  |
| **1.2** Describe how you will maintain appropriate supervision and balance this with allowing trainees to take graduated responsibility (including remote consulting). |  |  |
| **1.3** Describe how the quality of supervision and education is maintained when you are absent from the organisation.  |  |  |

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| **2.** **Establishing and maintaining an environment for learning** This area is about how you make the clinical environment safe and conducive to effective learning for trainees and others. The educator:* Ensures that trainees receive the necessary training and supervision in situations that might expose them to risk.
* Provides protected time for teaching and learning.
* Proactively seeks the views of trainees on their experience.
 |
|  | **Educator comments – Please demonstrate through the use of examples and/or supporting narrative how you will meet or plan to meet the following criteria** | NHS England Comments – Does the educator demonstrate that they establish and maintain an environment for learning? (Met/ Partially Met / Not Met) |
| **2.1** How do you ensure that trainees provide a service that neither places them or their patients at risk of harm to their health? |  |  |
| **2.2** Please provide both your trainee’s and your own timetable demonstrating appropriate protected time for teaching and learning, using the template provided on our webpage: <https://kss.hee.nhs.uk/primary-care/gp-educator-accreditation/>.  | NHS England KSS Response only |  |
| **2.3** Are the learners’ and educator’s timetables compliant with the latest working time regulations?  | NHS England KSS Response only |  |
| **2.4** Please describe how your learners receive at least their required amount of protected time for education and training? |  |  |

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| **3.** **Teaching and facilitating learning** This area is about how you work with trainees to facilitate their learning.The educator:* Plans learning and teaching according to the educational needs of the trainee.
* Uses a range of teaching interventions in clinical setting.
* Involves the multi-professional team in the delivery of teaching and supervision.
* Facilitates a wide variety of appropriate learning opportunities.
* Supports the trainee to develop ability for self-directed learning, self-awareness and critical reflection.
* Supports the trainee in the acquisition of generic professional skills.
* Supports the trainee to gain supervision and documented experience in general practice out of hours in accordance to COGPED guidance.
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|  | **Educator comments – Please demonstrate through the use of examples and/or supporting narrative how you will meet or plan to meet the following criteria** | NHS England Comments – Does the educator demonstrate that they use effective teaching methods and adapt their approach to facilitating learning? (Met/ Partially Met / Not Met) |
| **3.1** Describe the different teaching methods you use and how you would choose each of these, based on the learner’s needs. |  |  |
| **3.2** Describe how you provide a variety of learning opportunities and how joint learning in your practice is promoted. |  |  |
| **3.3** How is teamwork fostered in the practice, including multi-professional teamwork and learning? |  |  |
| **3.4** Describe how you will support your trainee to gain urgent and unscheduled care experience and assess your trainees’ progress following the Urgent and Unscheduled Care sessions (for ES’ & CS’ hosting GPSTs). |  |  |

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| **4.** **Enhancing learning through assessment**This area is about your approach to assessment and feedbackThe educator:* Regularly observes the trainee’s performance and offers feedback.
* Regularly seek feedback (positive and negative) from their teams on trainee performance to inform future 360 assessments.
* Provides feedback that is clear, focused and aimed at improving specific aspects of trainee performance.
* Uses workplace-based assessments appropriately.
* Plans and/or monitors assessment activities.
* Supports the trainee in preparation for professional external examinations.
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|  | **Educator comments – Please demonstrate through the use of examples and/or supporting narrative how you will meet or plan to meet the following criteria** | NHS England Comments – Does the educator enhance learning through assessment? (Met/ Partially Met / Not Met) |
| **4.1** Please reflect on an example of feedback you have given to a learner which you felt was particularly effective / well received. |  |  |
| **4.2** Please describe how you obtain and use feedback from trainees about their learning experience. Please retain ‘exit interviews’ for your GP Supervisor renewal.  |  |  |
| **4.3** Please describe how you use workplace-based assessments to support your trainee in covering the GP or Foundation curriculum. |  |  |
| **4.4** Please describe how you support your trainee in their preparation for the Applied Knowledge Test (AKT). (ES’ & CS’ hosting GPSTs) |  |  |
| **4.5** Please describe how you support your trainee in their preparation for the Simulated Consultation Assessment (SCA). (Educational Supervisors only) |  |  |

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| **5.** **Supporting and monitoring educational progress**This area is about the support you provide to trainees in their progression towards a Certificate of Completion of Training and their intended career destination.The educator:* 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.
* 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.
* Responds efficiently and effectively to emerging problems of trainee progress.
* An educational supervisor is familiar with the regulatory framework around GP training and the technical and administrative aspects of the RCGP e portfolio.
* The supervisor supports the trainee in using the portfolio and in fully engaging in all aspects of training, including national and local quality monitoring.
* An educational supervisor provides a 6 monthly structured educational supervisor report that complies with RCGP and local guidance.
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|  | **Educator comments – Please demonstrate through the use of examples and/or supporting narrative how you will meet or plan to meet the following criteria** | NHS England Comments – Does the educator support and monitor educational progress? Does the educator demonstrate how they have developed their skills as a supervisor? (Met/ Partially Met / Not Met) |
| **5.1** Please describe how you assess a trainee’s learning objectives and monitor their progress towards them. |  |  |
| **5.2** Describe how you use the relevant e-portfolio to support your trainee’s learning. |  |  |
| **5.3** Describe how you maintain your knowledge, calibrate and keep up to date about the requirements for an ESR. Reflect on any feedback you received.(Educational Supervisors only) |  |  |
| **5.4** Describe how you help inform the [local faculty group](https://kss.hee.nhs.uk/wp-content/uploads/sites/15/2021/07/LFG-guidance.pdf) and [Annual Review of Competency Progression (ARCP)](https://www.gmc-uk.org/education/how-we-quality-assure-medical-education-and-training/evidence-data-and-intelligence/progression-reports/annual-review-of-competency-progression) panel of your trainees progress. |  |  |
| **5.5** Please describe how you have managed, or would manage, a trainee with problems in training. *The policy you might use to address problems relating to a trainees’ progress is* here: <https://kss.hee.nhs.uk/wp-content/uploads/sites/15/2020/06/Support-for-trainees-inc-failiure.pdf>  |  |  |

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| **6.** **Guiding personal and professional development**This area is about the support you provide to trainees in relation to their personal and professional development. The educator:* provides a positive role model, through demonstration of exemplary clinical skills, professional behaviours and relationships.
* is able to demonstrate and maintain appropriate boundaries e.g. social /professional.
* Ensures that the trainee is aware of the requirements of the NHS Appraisal.
* Understands when and where to refer on a trainee in need to other agencies, e.g. occupational health, counselling, MedNet, Professional Development Careers Unit.
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|  | **Educator comments – Please demonstrate through the use of examples and/or supporting narrative how you will meet or plan to meet the following criteria** | NHS England Comments – Does the educator support their trainee’s personal and professional development? (Met/ Partially Met / Not Met) |
| **6.1** Describe your understanding of when you would need to refer a trainee on to other agencies for help and support and to where you can refer them. |  |  |
| **6.2** How do you help your trainee plan and prepare for their future appraisal post-CCT?(Educational Supervisors only) |  |  |
| **6.2.1** How do you help the trainee with the GP career planning with a view to encouraging GP retention into substantive posts and/or a portfolio career? |  |  |
| **6.2.2** How do you prepare your trainee for maintaining wellbeing as a GP (including signposting to resources available for newly qualified GPs)? |  |  |

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| 7. **Continuing professional development as an educator (intending Educational Supervisors only)**This section is about your personal, professional development as a medical educatorThe educator:* Has an up to date Personal Development Plan in relation to his/her extended role as an educator, derived through annual appraisal
* Evaluates own supervisory practice
* Evaluates own practice as an educator
* Takes action to improve own practice on the basis of feedback received, e.g. appraisal, informal feedback
* Maintains professional practice in line with specialty and regulatory requirements
* Actively seeks the views of colleagues through, e.g. 360° appraisal, peer observation
 |
| **Evidence required from intending Educational Supervisor** | NHS England Comments – Does the educator support their own personal and professional development? (Met/ Partially Met / Not Met) |
| **7.1** Please provide a copy of your current GP Educator Peer Appraisal Form. The template for this can be found on our webpage: <https://kss.hee.nhs.uk/primary-care/gp-educator-accreditation/>.  |  |
| **7.2** Provide the feedback from a recent peer review of your teaching skills, the date this took place and your personal reflections after peer review. Please also complete and include the ‘Assessment of Observed Teaching Session’ in your submission. This requires one peer to review and give feedback on your teaching skills video with a learner and for your reflection before and after this feedback. During your meeting, the PAD may discuss this with you or ask to review the video. The template from both forms can be found on our webpage: https://kss.hee.nhs.uk/primary-care/gp-educator-accreditation/. |  |

**This ends the section of the form that needs completion by the applicant. The remaining pages are for completion by NHS England KSS.**

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| **Please return this form together with the other mandatory documents to** **England.primarycare.kssquality@nhs.net****.**  |

**ES ONLY - Approval: assessment of recorded teaching session – For NHS England KSS use only**

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| Evidence of objective setting, clarity of expected learning outcomes, evidence of pre-tutorial preparation, acceptable quality of teaching resources, appropriate educational style, appropriate involvement of learner, appropriate learner-centredness |
| **Summary:**  |
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| **Recommendations:**  |
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**ES ONLY - Learner interview findings – For NHS England KSS use only**

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| Accessing study leave, ability to attend HDR, workload, UUSC exposure, mix of patients, formal and informal teaching time, learning needs assessed, involvement in tutorial planning, adequate supervision, support in use of e-Portfolio, support for MRCGP exams |
| **Summary:**  |
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| **Recommendations:**  |
|  |

**Approval summary - For NHS England Assessor use only**

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| **Approval Details** | **For NHS England use only** |
| Date of GP Supervisor meeting:  |  |
| Do you recommend the intending GP Supervisor for approval currently? (yes or no) |  |
| Approval period (2 years or 5 years):  |  |
| GP Supervisor role (CS or ES):  |  |
| Lead NHS England Assessor’s name, job title and date completed:  |  |
| Additional NHS England Assessor’s name, job title and date completed:  |  |

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| **Lead Assessor feedback:**  |
|  |
| **Additional Assessor feedback:**  |
|  |
| **Mandatory Requirements – these relate only to the mandatory evidence needed as part of the approval process** |
| **Evidence (e.g. timetable, feedback, educator peer appraisal, or assessment of observed teaching session)** | **Review date (please type in format dd/mm/yyyy)** |
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| **‘SMART’ recommendations – these are suggestions to support future development**  |
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