**HEE KSS General Practice Supervisor Approval Form**

**This form is mandatory for the approval and renewal 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 [PrimaryCare.KSSQuality@hee.nhs.uk](mailto:PrimaryCare.KSSQuality@hee.nhs.uk). This is so that your HEE 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.

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| Name of GP Supervisor: |  |
| Date form completed: | Click or tap to enter a date. |

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

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| Clinical Supervisor first approval |  | Educational Supervisor first approval |  |
| Clinical Supervisor renewal |  | Educational Supervisor renewal |  |

**Privacy Notice**

By completing and returning this form, you are agreeing to our Privacy Notice which can be found on our webpage: <https://www.hee.nhs.uk/about/privacy-notice>.

**Bulletins**

If you wish to be on the mailing list for any of the following bulletins, please tick the relevant box.

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| Training Hub bulletin | GP School bulletin |

Consent to be on these mailing lists may be withdrawn at any time by emailing [primarycareschool.kss@hee.nhs.uk](mailto:primarycareschool.kss@hee.nhs.uk).

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| Personal Details – all details are mandatory | | | |
| Full Name: |  | Professional Body ID Number: |  |
| NHS.net email address: |  | Telephone Number: |  |
| Number of clinical sessions worked per week: |  | Number of days at the practice: |  |
| List any appointments external to the practice including the number of sessions for the role: |  | | |
| Total number of GPSTs/FY2s trained:  *(Existing educators only)* |  | Date of PG Cert or equivalent:  *(Educational Supervisors only)* |  |

| 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 name, address and branch ODS codes)? |  |
| Will your learners be working any sessions at the branch locations? |  |
| Organisation Manager name: |  |
| Organisation Manager email address: |  |
| 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, CCG or PHSO complaints currently being investigated?  Have you notified your Patch AD 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. |  |
| Annual GP Appraisal and Revalidation: | I have completed the annual appraisal and if necessary, revalidation requirements and met the health and probity requirements. |
| Date of last annual GP Appraisal: | Click or tap to enter a date. |

**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**

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|  | **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. |
|  | **Establishing and maintaining an environment for learning**  This area is about how you make the clinical environment safe and conducive to effective learning for learners and others. |
|  | **Teaching and facilitating learning**  This area is about how you work with learners to facilitate their learning. |
|  | **Enhancing learning through assessment**  This area is about your approach to assessment and feedback. |
|  | **Supporting and monitoring educational progress**  This area is about the support you provide to learners in their progression towards completion of training and their intended career destination. |
|  | **Guiding personal and professional development**  This area is about the support you provide to learners in relation to their personal and professional development. |
|  | **Continuing professional development as an educator**  This area is about your own professional development as a healthcare educator. |

**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 HEE 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 through the use of examples and/or supporting narrative how you will meet or plan to meet the following criteria.** | HEE 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** | HEE 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 (Appendix 1) provided by the Quality Team. | HEE KSS Response only |  |
| **2.3** Is the submitted timetable compliant with the European Working Time Directive & Junior Doctors Contract 2017 and compatible with the Health Education England recommendations? | HEE KSS Response only |  |
| **2.4** Please describe how supervisors in the practice are given protected time to teach / supervise. |  |  |

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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. | | |
|  | **Educator comments – Please demonstrate through the use of examples and/or supporting narrative how you will meet or plan to meet the following criteria** | HEE 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 UUSC sessions.  (ES’ & CS’ hosting GPSTs) |  |  |

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| **4.** **Enhancing learning through assessment**  This area is about your approach to assessment and feedback  The 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. | | |
|  | **Educator comments – Please demonstrate through the use of examples and/or supporting narrative how you will meet or plan to meet the following criteria** | HEE 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.(Keep exit interviews for re-accreditation) |  |  |
| **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 AKT examination.  (ES’ & CS’ hosting GPSTs) |  |  |
| **4.5** Please describe how you support your trainee in their preparation for the CSA (RCA) examination.  (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. | | |
|  | **Educator comments – Please demonstrate through the use of examples and/or supporting narrative how you will meet or plan to meet the following criteria** | HEE 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 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 and ARCP 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* [*available here.*](https://kss.hee.nhs.uk/wp-content/uploads/sites/15/2020/06/Support-for-trainees-inc-failiure.pdf) | <http://kssdeanery.ac.uk/general-practice/gp-programme-directors/forms-guidance-handbooks-policies> |  |

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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. | | |
|  | **Educator comments – Please demonstrate through the use of examples and/or supporting narrative how you will meet or plan to meet the following criteria** | HEE 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**  This section is about your personal, professional development as a medical educator  The 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 | | |
|  | **Educator comments – Please demonstrate through the use of examples and/or supporting narrative how you will meet or plan to meet the following criteria** | HEE 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.  (CS & ES renewals only) | HEE KSS Response only |  |
| **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 use the feedback form sent via the Quality Team or from: https://ksseducation.hee.nhs.uk/forms-guidances-handbooks-policies-for-gp-educators/.  (Educational Supervisors only) | For **new educational supervisors** please complete and return the ‘Appendix 4 Peer Review of Teaching’ Form. 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 the (virtual) visit the PAD may discuss this with you or ask to review the video.  For **established ES’s** the PAD will need to see your own reflection and the feedback from at least one but ideally two peers but does not need to see the actual teaching event unless specifically requested. |  |

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

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| **Please return this form together with the other mandatory documents to** [**PrimaryCare.KSSQuality@hee.nhs.uk**](mailto:PrimaryCare.KSSQuality@hee.nhs.uk)**.** |

**ES ONLY - Approval: assessment of recorded teaching session – For HEE 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:** |
|  |
| **Recommendations:** |
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**ES ONLY - Learner interview findings – For HEE 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:** |
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**Approval Summary and Recommendations - For HEE KSS use only**

Summary of comments and highlights.

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| **Lead Assessor:** | |
|  | |
| **Additional Assessor**: | |
|  | |
| **Mandatory Actions (Please state the review period for each action)** | |
| **Mandatory Requirement** | **Review period** |
|  | 3m, 6m, 12m or next visit |
|  | 3m, 6m, 12m or next visit |
|  | 3m, 6m, 12m or next visit |
| **Recommendations for future development (Please state the review period for each recommendation)** | |
| **Recommendation** | **Review period** |
|  | 3m, 6m, 12m or next visit |
|  | 3m, 6m, 12m or next visit |
|  | 3m, 6m, 12m or next visit |

**Recommend for approval**

**Recommend for approval with conditions**

**Escalate to HoS and Lay Assessor for further evaluation**

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| **Date of approval meeting:** | Click or tap to enter a date. |

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| **Approval Details** | **For HEE KSS use only** | |
| Approval period: | Choose an item. | |
| Approved as (ES or CS): | Choose an item. | |
| Lead HEE Assessor’s name and job title: |  | Date completed: Click or tap to enter a date. |
| Additional Assessor’s name and job title: |  | Date completed: Click or tap to enter a date. |