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| **General discussion on how training is going.****Discuss GP Training capacity and how this is managed in the practice** |  |
| **Review progress on requirements from last approval (if any)** |  |
| **Discuss any changes since last approval impacting on training** |  |
| **INDUCTION** | **Comments** |
| Explore induction to the organisation of the practice. How does this enable safe working? |  |
| Explore educational induction and how informs personal learning needs for trainees. Are any tools used? |  |
| How do staff differentiate between different training grades and ensure appropriate responsibilities? |  |
| **SUPERVISION** |  |
| How are trainees supported to consult with patients either in person or by video/telephone and house visiting with increasing responsibility and at the correct pace? |  |
| How do they know who to contact when they need to ask for help and support when consulting, either in the surgery or while house visiting? |  |
| What happens when the ES is not present? |  |
| Introduction to and regular review of prescribing? |  |
| Introduction to and regular review of referrals? |  |
| **TRAINEE WORKLOAD AND TIMETABLE** |  |
| Does the Half Day personal learning session take place every week – or pro-rata if LTFT?Foundation: Are the 2 hours of protected personal development time taking place? |  |
| In an average week do trainees receive 4 hours of teaching/ feedback/case discussion which includes 2 hours of tutorial time – or pro-rata if LTFT? |  |
| Does the 3rd structured educational session (includes local teaching release) take place although this may be averaged out over a few weeks? How is this used? |  |
| How is the teaching trainees receive tailored to their on their own needs? |  |
| Describe the balance between clinical workload and learning on the job which enables trainees to cover their curriculum? |  |
| How is OOH experience reviewed in the practice? |  |
| For OOH sessions, are adjustments made (if needed) to the working week to ensure compliance with the Working Time Regulations?What is the mechanism for this? |  |
| Foundation: Are there any issues with release to mandatory FY2 teaching? |  |
| **TEACHING, FEEDBACK, ASSESSMENT AND ADEQUATE EXPERIENCE** |
| How do trainees get regular feedback on how they manage patients? |  |
| How do trainees get regular feedback on how they are progressing overall? |  |
| How are Study leave requests supported? |  |
| How do trainees get advice on how best to use e-portfolio? |  |
| What are the arrangements for undertaking WPBS’s? |  |
| Describe the support provided for preparing for MRCGP exams. |  |
| **TEAMWORK AND LEADERSHIP** |
| What meetings take place? Do trainees attend and contribute to practice meetings?  |  |
| How are trainees involved in Quality Improvement Activity? |  |
| How does the practice foster a culture of learning across the whole practice team? |  |
| If a trainee received a complaint or if something went wrong, how would they receive support and advice? |  |
| How do trainees feed back to the practice on how their training is going? Any examples of changes made as a result of this? |  |
| How is the wider practice team involved in training? |  |
| **WELLBEING AND PROFESSIONALISM** |
| What opportunities are there for trainees to develop their leadership skills? |  |
| How does the practice foster a welcoming and supportive environment in the practice with no undermining behaviours? |  |
| How is LTFT working or other adjustments supported by the practice? |  |
| Does someone check the trainee is OK at the end of the day and after house visits? |  |
| Is there learning about the business aspects of general practice? How is this done? |  |
| What are the markers of a trainee who may be struggling or needing extra support? How would this be managed? |  |
| **ES DEVELOPMENT** |  |
| Feedback on use of e-portfolio |  |
| Learning from WPBA calibration |  |
| Learning from peer review of teaching |  |
| Engagement with trainer workshops and support |  |
| Practice time allocation for training responsibilities |  |
| Personal development as an ES |  |
| What is especially good about training in this practice? |
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| Any plans for further development? |
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