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| **Stage of trainees being interviewed – indicate as many as apply** | **ST1** | **ST2** | **ST3** | **FY2** |
| **INDUCTION** | **Comments** |
| Explore induction to the organisation of the practice. Did this enable safe working? |  |
| Explore educational induction and if informed personal learning needs for this post. |  |
| Introduction to and regular review of prescribing? |  |
| Introduction to and regular review of referrals? |  |
| **SUPERVISION** |  |
| 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? |  |
| 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? |  |
| When they ask for advice, is support available and helpful? |  |
| **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? |  |
| Is the teaching trainees receive valuable and based on their own needs? |  |
| Is there a good balance between clinical workload and learning on the job which enables trainees to cover their curriculum? |  |
| Is experience when working in OOH reviewed in the practice? |  |
| For OOH sessions, are adjustments made (if needed) to the working week to ensure compliance with the Working Time Regulations? |  |
| Foundation: Are there any issues with release to mandatory FY2 teaching? |  |
| **TEACHING, FEEDBACK, ASSESSMENT AND ADEQUATE EXPERIENCE** |
| Do trainees get regular helpful feedback on how they manage patients? |  |
| Do trainees get regular helpful feedback on how they are progressing overall? |  |
| Are Study leave requests supported? |  |
| Do trainees get advice on how best to use e-portfolio |  |
| Is there any difficulty in arranging to get WPBAs/SLEs done? Is the feedback valuable? |  |
| Is support provided for preparing for MRCGP exams? |  |
| **TEAMWORK AND LEADERSHIP** |
| Do trainees attend and contribute to practice meetings? What meetings take place? |  |
| Are trainees involved in Quality Improvement Activity? |  |
| Is there a culture of learning across the whole practice team? |  |
| If a trainee received a complaint or if something went wrong, would they receive support and advice from their trainer? |  |
| Are there opportunities to feed back to the practice on how their training is going? |  |
| How is the wider practice team involved in training? |  |
| Does the quality of clinical record keeping in the practice allow safe transfer of care between clinicians? |  |
| **WELLBEING AND PROFESSIONALISM** |
| Have there been opportunities to develop their leadership skills? |  |
| Is there a welcoming and supportive environment in the practice with no undermining behaviours? |  |
| Would LTFT working or other adjustments be supported by this 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? |  |
| **OVERALL EXPERIENCE** |  |
| Would the trainees recommend this practice to their peers as a good place to train? |  |
| Would the trainees be happy if a relative was registered with the practice as regards quality of care? |  |
| What is especially good about training in this practice? |
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| What could be better? |
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