**The Scotland Deanery – GP Training Practice Application**

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| **Process** |
| The process for GP Training Practice accreditation in Scotland comprises an evaluation of evidence from different sources   * Training Practice self-submission document * Trainee feedback from Scottish Training Survey ([STS](https://www.scotlanddeanery.nhs.scot/quality/survey-reports/)), GMC National Training Survey([NTS](http://www.gmc-uk.org/education/surveys.asp)) and pre-approval trainee questionnaires. * Training Programme Director Feedback     Visits to Practices   * to all practices seeking first approval as a new Training Practice * to all approved Training Practices within two years of first approval * Scheduled visiting (either desktop review, MS Teams or site visit) every 3 years thereafter * Triggered Visits to approved Training Practices in response to concerns raised through feedback, including Training Programme Directors and Trainees, or in response to a declaration of major changes within the practice to the Specialty Quality Management Group. |

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| **Standards** | | |
| The Scotland Deanery is entrusted by the General Medical Council (GMC) to ensure that its GP Training Practices provide an appropriate educational environment, meeting GMC standards. The standards for Specialty Training, including GP training are defined by:   * The General Medical Council (GMC) in ‘[Promoting Excellence: Standards for medical education and training’](http://www.gmc-uk.org/education/postgraduate/standards_and_guidance.asp) Each section is referenced to the requirements set out in this document. * The Royal College of General Practitioners (RCGP) [Promoting Excellence for General Practice: Application of GMC Standards for GP Specialty Training](https://www.rcgp.org.uk/getmedia/a6772d50-7db0-4d51-bd4b-05038bc68892/Promoting-Excellence-for-General-Practice.pdf)   Approved GP Training Practices in Scotland also require an understanding of and compliance with:   * [NHS Education for Scotland, Scottish Training Practice Agreement](https://hub.nes.digital/gpstr/general-practice-handbook/scottish-gp-training-agreement/) * [NHS Education for Scotland (NES) Systems to support Trainees](https://www.scotlanddeanery.nhs.scot/trainee-development-and-wellbeing-service/) * The [Working Time Regulations](https://www.gov.uk/browse/employing-people/contracts) (WTR) * [Data Protection Act 1998](http://www.legislation.gov.uk/ukpga/1998/29/data.pdf) * [UK General Data Protection Regulation (GDPR)](https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/) * [Freedom of Information Act 2000](https://www.gov.scot/about/contact-information/how-to-request-information/)   GP Training Practices must meet the statutory requirements of the General Medical Services Contract ([GMS contract](https://www.gov.scot/publications/gms-contract-scotland/)). To ensure that you are aware of the breadth and detail of the standards GP Training Practices must meet, we would ask you to complete the declaration below. | | |
| I am aware of and agree to act in accordance with*:*   * *GMC Standards for Specialty Training* * *RCGP Standards for GP training* * *NES Scottish Training Practice Agreement* * *NES Systems for Supporting Trainees* * *Working Time Regulations* * *Data Protection Act 1998 and GDPR* * *Freedom of Information Act 2000* * *GMS contract or salaried Health Board contract* | | |
| *Confirmation* | | **Yes or No** |
| *Name of Educational Supervisor making the declaration* |  | |
| **Disclosure** | | |
| In circumstances where a GP Training Practice also fulfils a supervisory role with GP Retainers and Foundation trainees, Quality Management processes benefit from a sharing of information included in this form for which your consent is required.  *I/We consent to sharing of information in this document within the NES Quality Management team and with the relevant Director of Medical Education if required.* | | |
| *Confirmation* | | Agreement |
| *Name of Educational Supervisor/s making the declaration* |  | |

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| **Practice Information** | |  | | | | | | |
| Name of Practice | |  | | | | | | |
| Health Board Numbers (include all sites to be approved) | |  | | | | | | |
| Address (include addresses for all sites) | |  | | | | | | |
| Telephone number | |  | | | | | | |
| Application type | | **First Approval or Re-approval application** | | | | | | |
| Date of Application | | | | | | | | Click or tap to enter a date. |
| Practice Manager | |  | | | | | | |
| Practice manager’s E-mail address | |  | | | | | | |
| Name of person/s completing application | |  | | | | | | |
| Name/s of Approved GP Training Educational Supervisor/s | |  | | | | | | |
| Other training currently undertaken in the practice | Foundation Training | | | | Yes, No or First | | | |
| GP Retainer scheme | | | | Yes, No or First | | | |
| Undergraduate teaching | | | | **Yes or No** | | | |
| Other learners supported in the practice e.g., pharmacy, ANPs, paramedics etc. |  | | | | | | | |
| Practice list size | | | | |  | | | |
| Is the Practice formally designated as a remote and /or rural practice | | | | | **Yes or No** | | | |
| Describe the practice and patient demographics. These might include split site, branch surgery, degree of deprivation, rurality, nursing homes etc. |  | | | | | | | |
| List any significant changes in the practice since last approval including change of doctors, managers, premises and plans for training succession if appropriate. |  | | | | | | | |
| Is the practice in dispute with the Health Board over any issues (e.g., property, contractual) which may have an impact on the delivery of GP Training? | | | | | **Yes or No** | | | |
| If yes, please describe | | |  | | | | | |
| Please confirm that the practice leaflet and/or website contains information on training practice status and possible recording of consultations. | | | | | | **Yes or No** | | |
| **Doctors in the practice** | | | | | | | | |
| Name | | | | Status:  Partner/  Salaried/  Retainer/locum | | | Weekly sessional commitment to practice | |
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| Are any doctors who undertake trainee supervision in the practice working under GMC imposed conditions or restrictions on their license to practice? | | **Yes or No** |
| If yes, please confirm the practice has adapted supervision to meet the requirements for safe and effective trainee clinical supervision? | | **Yes or No** |
| Describe GP training capacity and how this is managed in the practice |  | |
| List and report progress on requirements/recommendations from previous practice approval |  | |

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| **GMC Themes 1-3**   * **Learning Environment and Culture** * **Educational Governance & Leadership** * **Supporting Learners** | | | |
| **Induction** | | | |
| **Organisational**: GMC Standards: Practices must ensure that trainees have an induction in preparation for each placement that clearly sets out their duties and supervision arrangements, their role in the team, how to gain support from senior colleagues, workplace policies they must follow and how to access clinical and learning resources [1.13] Practices and their staff must have a reliable way of identifying learners at different stages of education and training, and make sure all staff members take account of this, so that learners are not expected to work beyond their competence. [1.10] | | | |
| Describe the trainee **organisational** induction to the practice according to GMC standards. Please also attach your induction programme. You may include other relevant supporting documentation. [1.13] |  | | |
| Within the practice how are staff members made aware of the stage of training for each trainee and that trainees work within their competence? [1.10] |  | | |
| **Educational**: GMC Standards: The Practice ensures that trainees have undertaken appropriate educational induction. [1.13, 5.9] | | | |
| Describe the **educational** induction for trainees. Provide examples of how ES’s assess trainee’s educational needs and the educational tools they use. |  | | |
| **Supervision, Workload and Adequate Experience** | | | |
| GMC Standards: Trainee responsibilities for patient care must be appropriate for their stage of training. Supervisors must determine a trainee’s level of competence, confidence and experience and provide appropriate graded level of clinical supervision. [1.9] Practices must make sure there are enough staff members who are suitably qualified so that trainees have appropriate clinical supervision for patients to receive care that is safe and to a good standard while creating the required learning opportunities. [1.7, 1.8].  *Best practice*in each area will involve a graded approach from the trainee as an observer…. to direct supervision….to more independent working with regular debrief…to independent practice by the end of training, but always with help and advice being available when needed. | | | |
| **Please describe Supervision arrangements for each of the following** | | | |
| Consulting including by telephone |  | | |
| Home visits |  | | |
| On call/Duty Doctor |  | | |
| Prescribing |  | | |
| Referrals |  | | |
| **Trainee Workload and Timetable** | | | |
| GMC Standards: Practices must design rotas that make sure trainees have appropriate clinical supervision, support trainees to develop relevant knowledge, skills and behaviors, provide learning opportunities, provide access to educational supervisors and minimise the adverse effects of fatigue and workload. [1.12]. Trainees must have protected time for learning while they are doing clinical work and for attending organised educational sessions and other learning opportunities to meet the requirements of the curriculum. [1.16]. The working week timetable should also comply with the Working Time Regulations. | | | |
| Please complete the workload spread sheet provided (Form 8) for GPs and other clinicians working in the practice and confirm this has been attached. **Not required if this is a new practice application.** | | | **Yes or No** |
| Please complete the typical trainee working week timetable provided (Form 7). This must demonstrate 7 clinical and 3 educational sessions or, less than full time equivalence. Educational and clinical sessions can be averaged over a few weeks. There must be a minimum of 2 hours of tutorial time. Please confirm this has been attached. | | | **Yes or No** |
| Describe how you support your trainee to gain OOH experience and debrief your trainee following OOH sessions |  | | |
| Please confirm compliance with Working Time Regulations and that adjustments are made (if required) regarding Trainee’s OOH sessions. | | | **Yes or No** |
| **Teaching, Feedback and Assessment** | | | |
| GMC Standards: Trainees must have protected time for learning while they are doing clinical work and for attending organised educational sessions and other learning opportunities to meet the requirements of the curriculum. [1.16]. Doctors in training must be able to take study leave appropriate to their curriculum or training programme. [3.12] Practices must make sure that work undertaken by trainees provides learning opportunities and feedback on performance, and gives an appropriate breadth of clinical experience. [1.15] | | | |
| Describe the arrangements for formal teaching in the practice, how this is designed to meet the needs of the trainee and who in the team contributes. |  | | |
| Describe how you observe and provide feedback to your trainees. [1.15, 3.13] |  | | |
| Please confirm that appropriate arrangements are made for supporting trainee study leave and attendance at local teaching. [3.12] | | | **Yes or No** |
| Describe any challenges the practice faces in trainees being able to meet the GP Curricular requirements? [1.12, 1.15, 5.9] |  | | |
| Describe the arrangements for carrying out workplace-based assessments for trainees. Who carries these out? [1.18] |  | | |
| The practice ensures the safe secure recording and storage of consultations on digital media and confirms that this complies with the data protection act and NES guidance. [1.19, 1.20, 5.9]. | | **Yes or No** | |
| Describe how the practice supports trainees in preparation for RCGP exams. | | | |
| AKT exam support |  | | |
| SCA exam support |  | | |
| Describe how the practice provides protected time to allow Educational Supervisors to undertake the administrative and educational aspects of their role [1.21, 4.2]. |  | | |
| **Teamwork and Leadership** | | | |
| GMC: Practices must support every trainee to be an effective member of the multi-professional team by promoting a culture of learning and collaboration. [1.17] | | | |
| Describe meetings that take place in the practice, who is involved and how trainees attend and contribute. |  | | |
| Describe how the practice involves trainees in leadership and management. How do trainees develop the leadership skills required as a GP? |  | | |
| **Safety, Raising concerns and feedback to the practice** | | | |
| GMC Standards: Practices should demonstrate a culture that allows trainees to raise concerns about patient safety, and the standards of care or of education and training, openly and safely [1.1]. Practices must demonstrate a culture that investigates and learns from mistakes and reflects on incidents and near misses [1.3]. Practices must demonstrate a learning environment and culture that supports trainees to be open and honest with patients when things go wrong and help them to develop the skills to communicate with tact, sensitivity and empathy [1.4]. Practices must demonstrate a culture that seeks and responds to feedback from trainees [1.5]. Good handover requires that all GPs in the practice produce high quality, contemporaneous written notes on patient consultations [1.14]. | | | |
| Describe how trainees can raise concerns re standards of patient care, education & training and how the outcome of this would be fed back to the trainee. |  | | |
| Describe the safety culture and team learning from events – SEA/LEA, complaints review etc. |  | | |
| Describe practice Quality Improvement Activity & Trainee involvement |  | | |
| Describe support provided to trainees when things go wrong |  | | |
| How is feedback from trainees sought and used to develop training, providing examples? |  | | |
| How are active issues regarding patients of concern shared with clinicians to support high quality care. |  | | |
| Please confirm there is ongoing monitoring of the quality of patient records made by clinicians to allow safe ongoing care for patients. [1.14] | | **Yes or No** | |
| Please confirm that the practice is aware that the Deanery requires to be notified of any complaints received by the practice in which a trainee is named. | | **Yes or No** | |
| **Wellbeing and Professionalism** | | | |
| GMC Standards: Practices should support trainees to develop the professional values, knowledge, skills and behaviors required of all doctors [1.12]. Trainees must be supported to meet professional standards and guidance that uphold the medical profession [3.1]. Trainees must be encouraged to take responsibility for their own health and wellbeing [3.2]. Practices must have processes to identify, support and manage trainees when there are concerns about professionalism, progress, performance, health or conduct [2.16 & 3.14]. Trainees must not be subjected to, or subject others to behaviours that undermines professional confidence, performance or self-esteem [3.3]. Trainees must receive information to support them move between different stages of education and training [3.5] | | | |
| How does the practice instill Professional values and skills in trainees? |  | | |
| How are Trainee progress issues, performance or health concerns identified and managed and what support would be provided? |  | | |
| How does the practice support trainee wellbeing and resilience? |  | | |
| How does the practice value and support inclusivity and diversity and ensure the environment is free from undermining behaviours? |  | | |
| How does the practice support reasonable adjustments e.g. LTFT, religious observation and return form career break? |  | | |
| What support is provided for transition to independent practice, appraisal and revalidation and the business aspects of practice? |  | | |

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