### Primary and Community Care

### 2-4 Victoria House, Capital Park, Fulbourn, Cambridge

### CB21 5XB

**GUIDANCE DOCUMENT**

# Educator Approval Form

**Application for approval of Educators in the East of England**

**Tier 2a (Clinical Supervisor/ Out of Hours Clinical Supervisor)**

**Tier 2b (Named Clinical Supervisor/Associate Trainer)**

**Tier 3 (Educational Supervisor/GP Trainer)**

This form is for health professionals who wish to gain approval to work as an educator for Health Education England, working across the East of England. It is based on Quality Standards Framework. Information regarding these standards and those of other related professional bodies may be found in Appendix A. Appendix B lists the possible outcomes once this form has been completed.

The intention is that all required information will be contained within this form. There is no need to submit any additional attachments.

**GDPR**

By completing this form, you agree to share the data with Health Education East of England and the regional training hubs. The information provided within this form will be held by the regional training hub for the purposes of approval and ongoing accreditation of educators. None of the data will be modified unless it is specifically requested by you. However, it will be necessary to inform certain regulatory bodies, for example, the GMC, the name of the approved educator, such that your educator status is recognised by the relevant professional body. Data will be held for the entirety of the period in which the educator remains approved by Health Education East of England.

**GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Educator Name** |  |
| **Home Address** |  |
| **Mobile Phone Number** |  |
| **Work Phone Number** |  |
| **Email Address** |  |
| **Professional Membership Number e.g., GMC, NMC** |  |
| **Medical Qualifications** |  |
| **Number of Clinical Sessions Worked per Week in Each of Your Roles** |  |
| **Year Qualified** |  |
| **Employment History (from the date of your initial qualification)** |  |
| **Name of Educational Environment where you will be Working** |  |
| **Address/Contact Details of the Educational Environment** |  |

**DECLARATIONS**

Please answer Yes or No to all questions below. If you answer yes to any of the questions below, please

provide an explanation in the box directly beneath the question.

If you would prefer not to provide an explanation below, please indicate that in the box and then discuss

with [Head of GP School.](https://heeoe.hee.nhs.uk/general_practice/contact-us-0)

It is important that you answer the questions in the table below honestly as false declarations that are later uncovered will be treated as a probity issue. Please only provide explanations that you are happy to share with the local training hub. If there are issues that you would like to discuss, please make contact with the relevant GP training programme director or patch associate dean who will treat this information confidentially.

|  |  |
| --- | --- |
| **Do you have anything to declare that might impact on your role within HEE as an educator?** | Choose an item. |
|  |
| **Have you been requested, or has it been suggested, that you bring any specific information, to the attention of future or current employers?** | Choose an item. |
|  |
| **Do you have any health issues that might impact on your role in HEE as an educator?** | Choose an item. |
|  |
| **Have there been any gaps in your appraisal history over the last 5 years?** | Choose an item. |
|  |
| **Please enter the date of your most recent revalidation** | Choose an item. |
|  |
| **Are you now, or have you ever been, the subject of any Police or Regulatory Body investigation?** | Choose an item. |
|  |
| **Do you have any current conditions on your licencing?** | Choose an item. |
|  |
| **Have you been the subject of any performance concern investigation with any Professional Body within the last five years?** | Choose an item. |
|  |

Thank you for entering in the information above. You must answer all questions to successfully complete this form and be considered for approval.

Please remember that when completing this form, it is your responsibility to provide the requested information accurately. If there are any subsequent concerns relating to the accuracy of the information that you have provided, this will be treated as a probity issue.

Please answer all questions relevant to the educator tier that you are applying for. You can indicate the relevant tier by checking the boxes below.

|  |
| --- |
| **Tier 2a (Clinical Supervisor/ Out of Hours Clinical Supervisor)**  |[ ]
| **Tier 2b (Named Clinical Supervisor/Associate Trainers)**  |[ ]
| **Tier 3 (Educational Supervisor/GP Trainers)**  |[ ]

If you have previously been approved by HEE as an educator, please complete the table below.

|  |  |
| --- | --- |
| **At which tier were you a previously approved educator?** | If this is a first-time application and you were not approved at a lower tier please state – N/A |
| **For what period were you previously approved for (1 -2 or 4 – 5 years)?** |  |
| **Previous recommendations from your last approval** | This will only apply to those educators who are moving from a lower to a higher tier. Please just list the recommendations |
| **Progress made against the recommendations from your last report** |  |

If you have previously completed a Certificate/Diploma/Masters of Medical Education instead of the E-Learning modules and the University Study Day please indicate this here [ ]

Please indicate whether you have completed the required E-learning for the following Modules and the date of completion. Please also reflect on the key learning outcomes. It is your responsibility to provide accurate information. If this turns out not to be the case, this will be considered a probity issue.

|  |  |  |
| --- | --- | --- |
| eLFH Modules | Module | Date of Completion |
| ***Fundamental******All Tiers to Complete*** | ***Supervision***[***https://portal.e-lfh.org.uk/Component/Details/725430***](https://portal.e-lfh.org.uk/Component/Details/725430) |  |
| ***Equality and Diversity***[***https://portal.e-lfh.org.uk/Component/Details/634716***](https://portal.e-lfh.org.uk/Component/Details/634716) |  |
| ***Supporting Learners***[***https://portal.e-lfh.org.uk/Component/Details/725957***](https://portal.e-lfh.org.uk/Component/Details/725957) |  |
| ***Video: Feedback***[***https://portal.e-lfh.org.uk/Component/Details/725972***](https://portal.e-lfh.org.uk/Component/Details/725972)  |  |
| ***Workplace and Practice Based Assessments***[***https://portal.e-lfh.org.uk/Component/Details/726002***](https://portal.e-lfh.org.uk/Component/Details/726002) |  |
| ***Intermediate******Tiers 2B and 3 Only*** | ***Setting Learning Objectives***[***https://portal.e-lfh.org.uk/Component/Details/725954***](https://portal.e-lfh.org.uk/Component/Details/725954)  |  |
| ***Supporting Educational and Clinical Supervisors***[***https://portal.e-lfh.org.uk/Component/Details/442238***](https://portal.e-lfh.org.uk/Component/Details/442238) |  |
| ***Assessing Educational Needs***[***https://portal.e-lfh.org.uk/Component/Details/725433***](https://portal.e-lfh.org.uk/Component/Details/725433)  |  |
| ***Advanced******Tier 3 Only*** | ***Video: ARCP Introduction***[***https://portal.e-lfh.org.uk/Component/Details/728504***](https://portal.e-lfh.org.uk/Component/Details/728504) |  |
|  |
| **Please provide reflective commentary on these modules below** |
| **It is not essential to provide in-depth commentary of everything that was covered within each module. It may be helpful to start completing the form as you do the modules and reflect on one or two learning points for each. Try to reflect on what you will do differently because of the learning.**  |

**Study Day Attendance**

Please confirm which of these study days you have attended and the relevant date. Please also provide a short reflection on your main learning points. It is your responsibility to provide accurate information. If this turns out not to be the case, this will be considered a probity issue.

|  |  |
| --- | --- |
| Study Day | Date of Completion |
| ***University Study Day******Not Required if completed certificate/diploma/Masters in Med Ed*** |  |
| ***HEE (Health Education England) Study Day******All Tiers*** |  |
| ***HEE (Health Education England) GP Specific Training Day(s)******All Tiers*** |  |
|  |  |
| **Please provide reflective commentary on the study days below** |
| **It is not essential to provide in-depth commentary of everything that was covered within each module. It may be helpful to start completing the form as you do the modules and reflect on one or two learning points for each. Try to reflect on what you will do differently because of the learning.**  |

**List of Evidence Required for Approvals**

|  |  |
| --- | --- |
| **All Tiers** | **Please provide the date you evidenced your ability to debrief and how you structured the feedback given (This will likely have been at the HEE GP specific study day)** |
| Filling the form as you attend the study days will help you to complete this section. Bullet points to describe what happened is acceptable. You should provide some reflection on any developmental needs.  |
| **All Tiers** | **Please provide the last date of your equality and diversity training unless you have already indicated this above. (This should be at least every 3 years)** |
| Only the date is required here. It is not essential to reflect on the learning.  |
| **Tiers 2B & 3** | **Please can you provide the dates from at least one of the trainer workshop meetings that you have attended** |
| Please talk to your local training programme directors about being invited to the meetings.  |
| **Tiers 2B & 3** | **Please provide the date you evidenced your ability to do a CBD/COT with a short summary of your learning from this. (This will likely have been at the HEE GP specific study day)** |
| Bullet points are acceptable. What happened? What did you learn? |

**Please now complete the remaining sections of this form. Some of the domains will be explored in more detail at the approval interview and some are explored more fully within the educational environment approval form.**

|  |
| --- |
| **Domain 1: Learning environment and culture** The organisation’s members, learners and service users should be treated with dignity and respect and have the resources to help the organisation develop as a learning organisation, responding to feedback and delivering safe, effective, and compassionate care. |

|  |  |
| --- | --- |
| **Tier 2A Only** | **For those educators planning to work as an OOH clinical supervisor please provide a date for when you have been in touch with the OOH organisation where you wish to work** |
|  |
| **All Tiers** | **How will you mitigate risks to patient safety due to any factors affecting your learner?** |
| Tell us how you ensure that patients are not put at risk from the intervention of your trainee. How do you monitor what care your trainee provides; how do you ensure the trainee is practicing safely and is appropriately supervised? |

|  |
| --- |
| **Domain 2: Educational Governance and Leadership** There should be evidence of a strong multi-professional approach to education and training underpinned by robust educational governance and leadership. Education and training opportunities should promote equality, diversity, and inclusion. |

|  |  |
| --- | --- |
| **All Tiers** | **How do you plan to actively support and promote equality, diversity, and inclusion amongst your learners?** |
| Tell us if there are any specific policies that the organisation has in place. What is the demographic of your population? How may this be relevant for the inclusion of different learners? Are there any historical issues that have been positively addressed that you wish to share? Tell us how you would support a learner with differing characteristics to the patients and staff to ensure that they are able to access all the support, experience and learning opportunities available? How would you support learners with disabilities? Provide specifics of what you will do rather than vague principles if possible.  |
| **All Tiers** | **What measures will you take to ensure that the welfare of your learners is protected?**  |
| Tell us how you ensure the trainee is kept safe. You may want to tell us what physical security is in place in the organisation as well as any relevant policies and training (e.g., fire safety, manual handling, pregnancy, lone worker, visiting policies etc). Also, how might you recognise and mitigate risks to the trainee's physical, psychological, and emotional wellbeing. |

|  |
| --- |
| **Domain 3: Supporting and empowering learners** Learners should receive an appropriate induction, pastoral support and have ample opportunities for relevant curricular experience and assessment such that learning outcomes may be achieved. |

|  |  |
| --- | --- |
| **All Tiers** | **Please describe how you assess (or plan to) assess your learner's initial learning needs and your (planned) personal approach to induction** |
| The specifics of this will depend upon the level of tier that you are applying for. An OOH clinical supervisor is likely to assess different things to an educational supervisor. How do you assess your learners initial learning needs? Please tell us how you might use 1:1 discussion, portfolio reviews, direct observation, workplace-based assessment, formal tools etcInduction is more about what you do as a trainer rather than what the organisation does. You may want to talk about how you go about finding out about the trainee's background, assessing their training gaps and their learning needs; how do you check and ensure good progress with e-portfolio? You might want to talk about how you go about getting them started on seeing patients and how you monitor and supervise these arrangements. OOH Clinical supervisors may wish to concentrate on relevant primary care experience, how best IT systems may be used and essential information, for example, experience of arranging ambulances, referrals out of hours, palliative care and safe prescribing in that scenario, essential equipment use etc.  |
| **Tiers 2B & 3** | **Please describe how you (plan to) clinically supervise learners and help them to achieve professional autonomy - depending upon your educational environment, please consider seeing patients, telephone consulting, home visiting, on call, clinic work etc** |
| Tell us how the trainee is supervised across the working week; how do you ensure there is always a nominated supervisor available to the trainees? what happens when the nominated trainer is not in the practice or on leave?How do you monitor your trainee so that you can adjust the type and rate of work they are doing? How do you go about introducing them to other duties like visiting or on calls? How do you stretch them to get the most from their clinical experience while keeping them and their patients safe? What do you plan to do to encourage graduated responsibility? |

|  |
| --- |
| **Domain 4: Supporting and empowering educators** Educators need to be appropriately trained to required standards and maintain those standards through feedback and appraisal. The organisation should release educators from clinical duties to allow them to undertake their roles. |

|  |  |
| --- | --- |
| **Tier 2A Only** | **Please provide dates and a brief discussion of the learning from relevant educational meetings – This may include, but is not limited to trainers’ workshops, OOH clinical meetings and HEEoE organised events not listed above.** |
| Please provide brief reflection only. This may be as bullet points. We are not expecting an essay. |
| **All Tiers** | **Please describe how you plan to obtain feedback from your trainees** |
| Describe the processes by which you get feedback from your trainees: it might be formal / informal, verbal/written/online, it might relate to you, it might relate to your colleagues, you might build it into your weekly timetable, or it might be ad hoc. How do you ensure you are getting a good overview?What do you do with this feedback? How do you use it to improve what you provide? |
| **All Tiers** | **Please describe your plans for developing as an educator** |
| Your NHS appraisal should cover the whole scope of your work, so should include PDP objectives around your role as an educator. Please list these here. |

|  |
| --- |
| **Domain 5: Delivering curricula and assessment.** Educators demonstrate responsiveness to changes within curricula and assessment and assists learners to meet these for their respective professional bodies. |

|  |  |
| --- | --- |
| **All Tiers** | **Please describe how you have supported, or plan to support your learners gain exposure to a wide range of learning opportunities**  |
| Give some concrete examples of how you have gone about /will go about teaching.Teaching in GP practice is more than 'doing a tutorial'; there are a range of opportunities you might also want to talk about e.g., direct observation, video observation, joint surgeries, trainee observing colleagues with additional interests or other healthcare professionals. Where relevant how will you promote opportunities for quality improvement projects, audit, significant event analyses, safeguarding etc.  |
| **All Tiers** | **If you were previously approved at a different tier, please reflect on your experience of undertaking e-portfolio assessments. If not, please indicate how you plan to undertake e-portfolio assessments.** |
| New applicants can use their reflections from the HEE GP specific study days. What assessments have you undertaken? Describe what went well and what could have gone better? Are there any future learning needs that have arisen for yourself? Bullet points are acceptable to capture the learning. Please do not provide in-depth description of how to undertake each specific assessment. Consider things such as when you would consider doing the assessments (during clinics, after clinics, protected learning time) and the timing of these (i.e., spacing through the year), identification of opportunities to undertake assessments and when this may be inappropriate. |
| **Tier 2A Only** | **Please confirm that you understand the urgent and unscheduled care capabilities and describe your role in assessing these.** |
| Please indicate that you understand these or where to look for them. Do not provide a long narrative on what they are. Please do describe your role in assessment. Where do you indicate that the trainee is making progress? Are you familiar with the different types of UUC session (observational, direct, near and remote)? What workplace-based assessments may be relevant? Who would you contact if there were concerns about a particular trainee? |
| **Tiers 2B & 3** | **Please describe how you plan to use the weekly educational time with your learner.** |
| Please make it clear what the total clinical time v educational time is and how you deal with debriefs.Remember educational time also includes self-directed learning, Weekly Half Day release, Tutorial with Trainer, practice clinical meetings, SEA meetings, business meetings, MDT, joint surgery etc. How do you intend to structure tutorials? How will you balance experiential learning (joint surgeries) and structured tutorials? Will other learners be present at meetings and tutorials? How will this work in practice? |

|  |
| --- |
| **Domain 6: Delivering a sustainable workforce.** Educators should take steps to reduce learner attrition and promote opportunities for working locally. |

|  |  |
| --- | --- |
| **All Tiers** | **Please describe how you intend to help learners identify opportunities for working within the local primary care system** |
| How do you identify and promote opportunities for future working within your local system? Consider directing learners to local First 5 groups, the local training hubs and other organisations within PCNs/OOH organisations. |

**When you are sure that you have completed every question please initial or cut and paste a signature below before submitting your application.**

|  |  |
| --- | --- |
| **Name of Educator** |  |
| **Signature** |  |
| **Date** |  |

For GP applicants,

This application will now be considered by the Quality Oversight Panel for final confirmation. Please send this form back to your local training hub:

|  |  |
| --- | --- |
| **Training Hub** | **Email Address**  |
| Bedfordshire, Luton, and Milton Keynes | ccs.blmk.traininghubqualityteam@nhs.net  |
| Cambridgeshire & Peterborough | cpth.qualityteam@nhs.net |
| Hertfordshire & West Essex | hwetraininghub@nhs.net  |
| Mid and South Essex | primarycare.workforce@nhs.net  |
| Norfolk & Waveney | nwicb.primarycareworkforce@nhs.net |
| Suffolk & North East Essex  | snee.traininghub@nhs.net |

**Face to Face Interview for approval outcome**

|  |  |
| --- | --- |
| Please enter the names and roles of the interviewers |  |
| Date of interview |  |
| Has the mandatory pre-approval training been completed |  |
| Domain 1: Learning Environment and Culture | Choose an item. |
| Domain 2: Educational Governance and Leadership | Choose an item. |
| Domain 3: Supporting and Empowering Learners | Choose an item. |
| Domain 4: Supporting and Empowering Educators | Choose an item. |
| Domain 5: Delivering Curricula and Assessment | Choose an item. |
| Domain 6: Delivering a Sustainable Workforce | Choose an item. |
| Please indicate the panel’s outcome decision | Recommend Recognition |[ ]
|  | Recommend actions and Review – Please specify below |[ ]
|  | Suggested date for review of actions |  |
|  | Not recommended for Recognition – Please give reasons below |[ ]
| Please provide a summary of the highlights for this educator |  |
| For all applicants, please provide a summary of the recommendations for educational development |  |
| Lead Interviewer Signature |  |

**APPENDIX A – DETAILED INFORMATION REGARDING STANDARDS FOR EDUCATORS**

The GMC standards can be found at <http://www.gmc-uk.org/Trainee_Doctor.pdf_39274940.pdf>.

The RCGP/COGPED Promoting Excellence for General Practice can be found at: <https://www.rcgp.org.uk/-/media/Files/GP-training-and-exams/Information-for-deaneries-trainers-supervisors/Promoting-Excellence-for-General-Practice.ashx?la=en>

The RCGP/COGPED Standards for GP Speciality Training can be found at: <https://bucksvts.co.uk/wp-content/uploads/2016/10/Guidance_for_-Deaneries-on_the_Standards_for_GP_Training-FINAL-Jan_2014.pdf>

The national quality framework standards can be found at: <https://healtheducationengland.sharepoint.com/Comms/Digital/Shared%20Documents/Forms/AllItems.aspx?id=%2FComms%2FDigital%2FShared%20Documents%2Fhee%2Enhs%2Euk%20documents%2FWebsite%20files%2FCommissioning%20for%20quality%2FHEE%20Quality%20Standards%2Epdf&parent=%2FComms%2FDigital%2FShared%20Documents%2Fhee%2Enhs%2Euk%20documents%2FWebsite%20files%2FCommissioning%20for%20quality&p=true&originalPath=aHR0cHM6Ly9oZWFsdGhlZHVjYXRpb25lbmdsYW5kLnNoYXJlcG9pbnQuY29tLzpiOi9nL0NvbW1zL0RpZ2l0YWwvRWZGRVd3ekF5SGRGcDNaZldmWURMaVVCT04xS0YzQkhwV3NkX05YbzlqellEQT9ydGltZT1zcHdETFVySTJFZw>

You should also be aware of:

Placement Provider and Contract documents

HEE Trainee in difficulty policy

Data Protection Act 1998 General Data Protection Regulations 2018 (GDPR)

European Working Time Directive 2009 (EWTD)

Freedom of Information Act 2000

Equality Act 2010

The detailed Quality Standards are presented in the table below.

|  |
| --- |
| **Domain 1: Learning environment and culture**  |
| **1.1** | Learners are in an environment that delivers safe, effective, compassionate care that provides a positive experience for service users |
| **1.2** | The learning environment is one in which education and training is valued and learners are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviours |
| **1.3** | There are opportunities for learners to be involved in activities that facilitate quality improvement (QI), improving evidence-based practice (EBP) and research and innovation (R&I) |
| **1.4** | There are opportunities to learn constructively from the experience and outcomes of service users, whether positive or negative |
| **1.5** | The learning environment provides suitable educational facilities for both learners and educators, including space, IT facilities and signposting to resources to develop knowledge which may be online, or in hard copy form of a library |
| **1.6** | The learning environment promotes inter-professional learning opportunities |

|  |
| --- |
| **Domain 2: Educational Governance and Leadership**  |
| **2.1** | Educational governance arrangements measure performance against the quality standards and actively respond when standards are not being met |
| **2.2** | Educational leadership uses the educational governance arrangements to continuously improve the quality of education and training |
| **2.3** | The educational governance structures promote team-working and a multi-professional approach to education and training where appropriate, through multi-professional educational leadership. |
| **2.4** | Education and training opportunities are based on principles of equality, diversity and inclusion |
| **2.5** | There are processes in place to inform the appropriate stakeholders when performance issues with learners are identified or learners are involved in patient safety incidents |

|  |
| --- |
| **Domain 3: Supporting and empowering learners**  |
| **3.1** | Learners receive educational and pastoral support to be able to demonstrate what is expected in their curriculum or professional standards to achieve the learning outcomes required |
| **3.2** | Learners are supported to complete appropriate summative and formative assessments to evidence that they are meeting their curriculum, professional standards or learning outcomes |
| **3.3** | Learners feel they are valued members of the healthcare team in which they are placed |
| **3.4** | Learners receive an appropriate and timely induction into the learning environment |
| **3.5** | Learners understand their role and the context of their placement in relation to care pathways and patient journeys |

|  |
| --- |
| **Domain 4: Supporting and empowering educators**  |
| **4.1** | Those undertaking formal education and training are appropriately trained as defined by the relevant regulator or professional body |
| **4.2** | Educators are familiar with the curricula of the learners they are education |
| **4.3** | Educator performance is assessed through appraisals, revalidations, reapprovals, or other appropriate mechanisms, with constructive feedback and support provided for role development and progression |
| **4.4** | Formally recognised educators are appropriately supported and released from practice clinical time to undertake their roles |
| **4.5** | Educators are supported to undertake formative and summative assessments of learners as required |

|  |
| --- |
| **Domain 5: Delivering curricula and assessment.**  |
| **5.1** | The planning and delivery of curricula, assessments and programmes enable learners to meet the learning outcomes required by their curriculum or required professional standards |
| **5.2** | Placement providers shape the delivery of curricula, assessments, and programmes to ensure the content is responsive to changes in treatments, technologies and care delivery models. |
| **5.3** | Providers proactively engage patients, service users and learners in the development and delivery of education and training to embed the ethos of patient partnership within the learning environment |

|  |
| --- |
| **Domain 6: Delivering a sustainable workforce.**  |
| **6.1** | Placement providers work with other organisations to mitigate avoidable learner attrition from programmes |
| **6.2** | There are opportunities for learners to receive appropriate careers advice from colleagues within the learning environment, including understanding other roles and career pathway opportunities |
| **6.3** | The organisation engages in local workforce planning to ensure it supports the development of learners who have the skills, knowledge and behaviours to meet the changing needs of patients and service |
| **6.4** | Transition from a healthcare education programme to employment is underpinned by a clear process of support developed and delivered in partnership with the learner |

**APPENDIX B – THE APPROVAL PROCESS FOR EDUCATORS**

In addition to the applicant completing the relevant sections above, further feedback will be sought from the local GP administrators. After approval, the entire form will be returned to the applicant. You will not be asked to provide actual certificates for activities completed although if the information provided subsequently turns out not to be correct, this will be treated as a probity issue. Please retain all original documentation of supporting evidence in case this becomes required at a face-to-face interview or organisation visit.

**Outcomes**

The possible outcomes are:

Recommend Recognition

Recommend actions and Review

Not recommended for Recognition

**Duration**

After initial recognition, the management of environments and educators is via the risk – based process as defined in the HEE quality framework, in conjunction with any requirements by HEIs.

It is hoped that over time alignment between recognition by education providers and where applicable regulators and professional bodies can be achieved.

**Feedback**

Feedback to applicants, linked to the HEE Quality Framework will be provided. Where an action plan is in place to address the feedback, timeframes for receipt of the action plan by the HEE Local Team will be set out.

**Notification of Outcome**

The Lead assessor will make the recommendation to the Primary care school and Local HEE quality Team on behalf of the assessment team.

The Primary Care School will be responsible for reviewing the decision in conjunction with the quality team and advising the Postgraduate Dean.

The local HEE quality team will be responsible for notifying each Applicant of the outcome of the assessment in writing.

The notification will include feedback and, if necessary, advice on where further work or evidence is required.

The Applicant will be responsible for notifying their placement providers named in the application for recognition.

**HEE Appeals process**

Any appeals with respect to the process or outcome must be made in writing within one month of notification of the decision and submitted to the Primary Care School.