### Primary and Community Care

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

### CB21 5XB

# Educator Self Declaration

## Educator Pathway from September 2023

**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 have completed the educator pathway and wish to become educators within the East of England Deanery. 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 NHSE 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 NHSE.

**GENERAL INFORMATION**

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| **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**  |  |
| **Year of GP CCT** |  |
| **Tier 2 Only****Please confirm that you have been qualified as a GP for at least one year** |  |
| **Tier 3 Only****Please confirm that you have been qualified as a GP for at least 2 years AND are working in a recognised learning organisation OR that you have been qualified as a GP for at least 3 years if you are NOT currently working in a recognised learning organisation** |  |
| **Tier 3 Only****Please confirm that you hold MRCGP** |  |
| **Employment History (from the date of your initial qualification)** |  |
| **Name of Educational Environment where you will be Working** |  |
| **Address/Contact Details/Site Code of the Educational Environment** |  |
| **Please indicate the date when you plan to attend the next trainers workshop or OOH clinical meeting** |  |

**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)

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| **Do you have anything to declare that might impact on your role within NHSE as an educator?** | Choose an item. |
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| **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. |
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| **Do you have any health issues that might impact on your role as an educator?** | Choose an item. |
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| **Have there been any gaps in your appraisal history over the last 5 years?** | Choose an item. |
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| **Please enter the date of your most recent revalidation** | Choose an item. |
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| **Are you now, or have you ever been, the subject of any Police or Regulatory Body investigation?** | Choose an item. |
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| **Do you have any current conditions on your licencing?** | Choose an item. |
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| **Have you been the subject of any performance concern investigation with any Professional Body within the last five years?** | Choose an item. |
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Thank you for entering in the information above. You must answer all questions to successfully complete this form and be considered for recognition.

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.

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| **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 in the East of England as an educator, please complete the table below.

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| **At which tier were you a previously approved educator?** |  |
| **For what period were you previously approved for (1 -2 or 4 – 5 years)?** |  |
| **Previous recommendations from your last approval** |  |
| **Progress made against the recommendations from your last report** |  |

If you have previously completed a Certificate/Diploma/Masters of Medical Education please indicate this here [ ]

Please indicate whether you have completed the required training and sections of the handbook and the date of completion. If this turns out not to be the case, this will be considered a probity issue.

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| **Training** | **Module** | **Date of Completion** |
| ***NHS WTE Hub Content******All Tiers to Complete*** | ***Step 1 of Handbook*** |  |
| ***Plenary Session*** |  |
| ***Educational Theory******New Tier 2 and 3 Only (Existing tier 2 educators and those with PGCertMed Ed etc. please complete sections below)*** | ***Step 2 and 3 of Handbook*** |  |
| ***Plenary*** |  |
| ***Educational Theory******Existing Tier 2 Educators*** | ***Please indicate the date of your previous reapproval*** |  |
| ***Educational Theory******Those with PGCertMed Ed, Diploma or Masters in Med Ed*** | ***Please indicate the date you completed your course*** |  |
| ***Primary Care School Specific Content******All Tiers to Complete (Please see the handbook for guidance on which elements you should have completed based on the tier you wish to be recognised as and whether you are transitioning from another tier)*** | ***Step 4 and 5 of Handbook*** |  |
| ***Face-to-face Primary Care School Sessions***  |  |
| ***Equality, Diversity, and Inclusivity******All Tiers*** | ***Please indicate the date you last undertook this training (needs to be completed every 3 years)*** |  |

**EDUCATIONAL PDP**

**Please provide your educational PDP that would have been developed during the Primary Care School Specific Days in the box below.**

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| **Educational Objective** | **How will I demonstrate the objective?** | **Expected Date of Completion** |
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| **Please indicate that you have read the educational quality standards in appendix A below and agree to follow these** |  |

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

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| **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:

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| **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  | michaela.rainbird@snee.nhs.uk  |

**Outcome Assessment**

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| Please enter the names and roles of the panel |  |
| Date of review |  |
| Has the mandatory training been completed |  |
| 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 |[ ]
| For all applicants, please provide a summary of the recommendations for educational development |  |
| Lead Panel Member 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.

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| **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 |

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| **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 |

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| **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 |

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| **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 |

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| **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 |

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| **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**

Following assessment, 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 NHSE 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 NHSE 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 NHSE Local Team will be set out.

**Notification of Outcome**

The Lead assessor will make the recommendation to the Primary care school and Local NHSE 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 NHSE 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.

**NHSE 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.