



Faculty of Health and Life Sciences

Institute of Learning and Teaching

Postgraduate School of Medicine

Meeting the standards for Educational Supervisors

A 2 day short course

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## Introduction

Welcome to the Postgraduate School of Medicine the University of Liverpool!

This handbook is for the short course we provide to help colleagues demonstrate that they meet the standards required by the General Medical Council for clinical and educational supervisors.

The course runs over two days, but includes some preparatory work to ensure that by the end of the course you have prepared a portfolio of your current educational activity. You will be able to use your completed portfolio of educational activity to apply for Membership or Fellowship of the Academy of Medical Educators, or otherwise justify your claim to your responsible officer that you are competent to act as a clinical or educational supervisor.

The material has been prepared by the course team, which includes clinicians from several healthcare disciplines, educationalists and experienced teachers. It will be delivered by nominated individuals from within the course team.

Those who wish to pursue their educational activity are welcome to use their attendance at this course and their portfolio as partial exemption from elements of the postgraduate programmes in the Postgraduate School of Medicine.

If you have any questions, concerns or problems, then PLEASE raise them at an early stage with the course leader. We sincerely hope that you will enjoy your time studying with us and wish you every success.

Best wishes

**David Taylor,**  
**School of Medicine**

## Contact details

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## Objectives and outcomes

This is a short course for people who are, or intend to be, involved in teaching and training aspiring and junior members of the medical profession. Colleagues on the course come from many backgrounds, and have varying levels of knowledge and expertise.

Each individual will come to the short course with their own learning objectives and the portfolio of current educational activity will help to define those.

The outcomes of the course are the same for all participants.

By the end of the course individual participants will be able to

1. identify accurately one's current level of attainment in each of the domains in the relevant professional document - the Professional Standards Framework of the Higher Education Academy, or the Professional Standards Framework of the Academy of Medical Educators.
2. relate critically ones level of attainment to the standards articulated by the General Medical Council for clinical and/or educational supervisors
3. provide a justified claim for recognition at their required level, ready for submission to either academy or the appropriate responsible officer

## Day 1

The focus of day 1 is supervision, with particular emphasis on learning and personal development.

Before the workshop, as part of the registration process, participants should download and complete a portfolio of current educational activity ([POEA](http://pcwww.liv.ac.uk/~dcmt/POEA.docx): <http://pcwww.liv.ac.uk/~dcmt/POEA.docx> ) indicating their current experience in each of the domains and standard levels in the Professional Standards Framework (<http://medicaleducators.org//index.cfm/profession/professional-standards>). You should aim to either download or bring an e-version of your completed portfolio to the session.

At the end of the workshop the participants will write and submit their action plans, which will be recorded and emailed back to them in 4 week's time

The GMC domains in **bold** type are those that will be focussed on, in light type they will be considered. Timings are approximate and will depend upon the number of people present!

Time	Topic	How	GMC domain	AoME domain
09:00	Arrival and registration			
09:30	Introduction and objectives	Talk	<b>1,2</b>	1,2,
09:45	What is expected of a supervisor and why	Think-pair-share	<b>1,2,3</b>	1,2
10:45	Break			
11:00	How adults learn and teach	Talk, discussion	<b>1,2,3,4,7</b>	1,2,3,4
11:45	Supervisor skills, goal setting and appraisal	Talk, discussion	<b>1,2,3,5,6</b>	1,2,3
12:30	Lunch			
13:15	Supervisor skills, GROW and 4D	Group work	<b>1,2,3,5,6,7</b>	1,2,3,4,5
14:00	Work place based assessment	Talk, group work	<b>1,4,5,</b>	1,3
14:45	Break			
15:00	Feedback and dealing with underperformance	Talk, group work	<b>2,3,5,6,</b>	3,5
16:00	Self supervision and the inner game.	Talk	5,6, <b>7</b>	4,5
16:30	Action plans	individual	<b>7</b>	4
16:45	Close			

## Day 2

The focus of day 2 of the course is in supervision and ensuring that regulatory standards are being met.

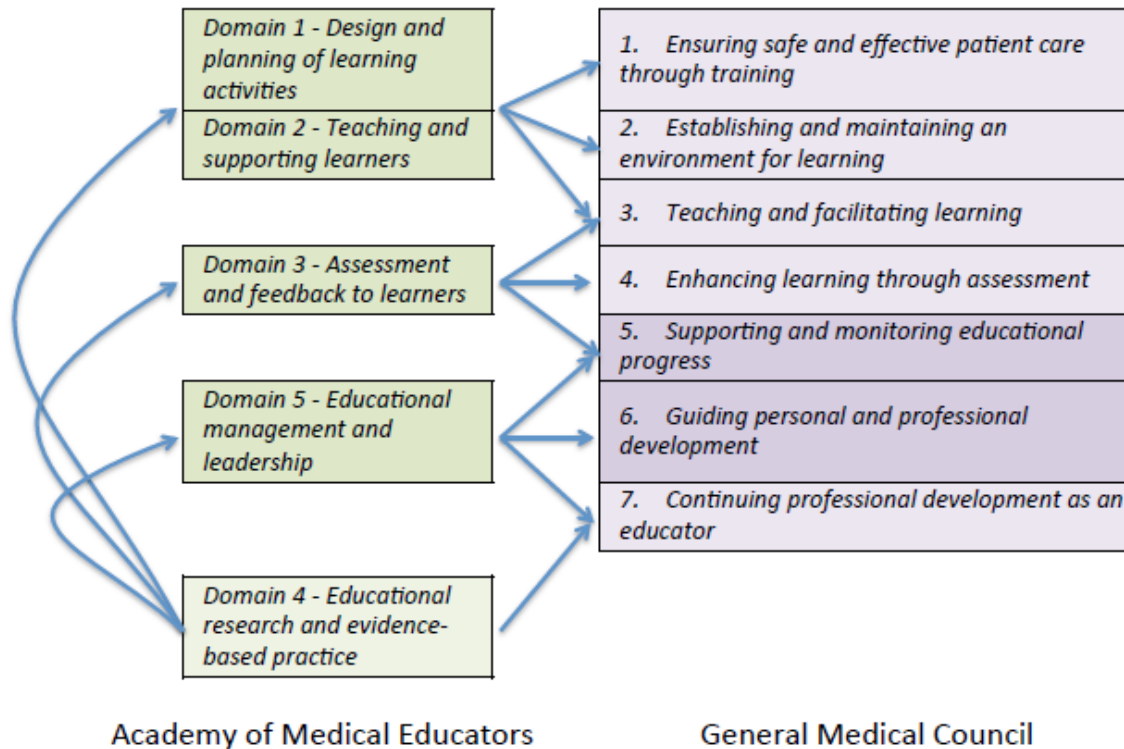
Colleagues who are exempt from day 1, will need to ensure that they complete the portfolio of educational activity, focusing particularly on their plans for future development ([POEA: http://pcwww.liv.ac.uk/~dcmt/POEA.docx](http://pcwww.liv.ac.uk/~dcmt/POEA.docx) )

At the end of the workshop the participants will write and submit their next action plans, which will be recorded and emailed back to them in 4 week's time

The GMC domains in **bold** type are those that will be focussed on, in light type they will be considered. Timings are approximate and will depend upon the number of people present!

Time	Topic	How	GMC domain	AoME domain
09:00	Arrival and registration			
09:30	Introduction and objectives	Talk	<b>1,2</b>	1,2,
09:45	Discussion about current action plans	Talk, group work,	<b>1,2,3,5,6,7,</b>	1,2
10:30	Break			
10:45	The role of the regulator, meeting standards	Talk, discussion	<b>1,2,3,4,5,7</b>	1,2,3,4,5
11:45	Demonstrating attainment of standards	Talk, discussion	<b>1,2,3,4,5,6</b>	1,2,3,5
12:30	Lunch			
13:15	OSTE	Group work	<b>1,2,3,5,6,7</b>	1,2,3,4,5
14:45	Break			
15:00	Students and doctors in difficulty	Talk, group work	<b>1,4,5,6</b>	1,3,5
16:00	Best Evidence Medical Education	Talk, group work	1,2,3,4,5,6,7	3,4,5
16:30	Personal education portfolios	Talk, group work	5,6, 7	4,5
16:45	Action plans and evaluation	Individual	<b>7</b>	4,5
17:00	Close			

# Mapping of Domains



## Mapping

The General Medical Council domains 1,2,3,4 and 7 will be achieved through attendance and engagement with the level 1 training. Level 2 training will cover domains 5 and 6 in greater depth.

The day 1 programme will ensure that all participants can demonstrate AoME standard level 1 in all AoME domains and standard level 2 in some (see appendix 1). This exceeds the GMC requirements to be a clinical supervisor. The day 2 programme will ensure that participants can meet standard level 2 in AoME domains 3 and 5 (equivalent to GMC domains 5 and 6.)

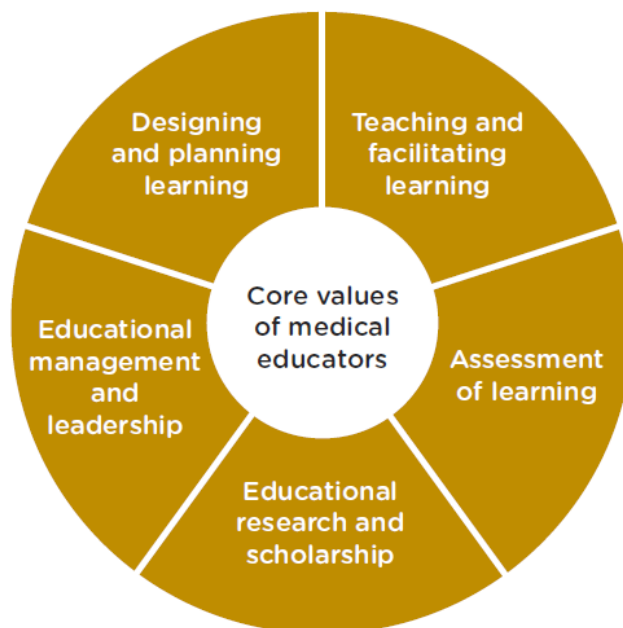
The complete programme is devised around the AoME standards, whereby all participants are expected to demonstrate their acceptance of the core values of a medical educator and consider their own performance in each of the domains against the published standards in the Professional Framework <sup>1</sup>

<sup>1</sup> <http://www.medicaleducators.org/index.cfm/profession/professional-standards>



## Professional standards – the Academy of Medical Educators

(© Academy of Medical Educators 2014 - used with permission)



Core Values	Descriptor
Promotes quality and safety of care (CV-QSC)	<ol style="list-style-type: none"> <li>1. Ensures the safety of patients at all times</li> <li>2. Promotes high quality clinical care</li> <li>3. Works within appropriate clinical governance and risk management frameworks</li> <li>4. Appropriately supports and manages learners in the clinical environment</li> </ol>
Demonstrates professional identity & integrity (CV-PII)	<ol style="list-style-type: none"> <li>1. Works within a professional framework relevant to medical education</li> <li>2. Complies with relevant standards of professional practice</li> <li>3. Is an advocate for medical education</li> <li>4. Demonstrates an ethical educational philosophy</li> <li>5. Supports inter-, trans- and multi-professional education, learning with, from and about other professionals to improve collaborative care</li> </ol>
Is committed to scholarship and reflection in medical education (CV-S)	<ol style="list-style-type: none"> <li>1. Is active in his or her own professional development as a medical educator</li> <li>2. Enhances the practice of medical education through analysis and personal reflection</li> <li>3. Responds appropriately to feedback from colleagues, learners, patients and carers</li> <li>4. Advances medical education through scholarly endeavours               <ol style="list-style-type: none"> <li>a. Creation</li> <li>b. Application</li> <li>c. Synthesis</li> <li>d. Dissemination</li> </ol> </li> </ol>
Demonstrates respect for others (CV-R)	<ol style="list-style-type: none"> <li>1. <b>Equality and diversity</b> <ol style="list-style-type: none"> <li>1. Ensures equality of opportunity for patients, students, trainees, staff and colleagues</li> <li>2. Actively promotes and respects diversity in discharging his or her educational responsibilities</li> </ol> </li> <li>2. <b>Respect for wider society</b> <ol style="list-style-type: none"> <li>1. Balances the needs of high quality service delivery with the needs of high quality medical education</li> <li>2. Is committed to providing safe and effective learning at all times</li> </ol> </li> <li>3. <b>Respect for patients</b> <ol style="list-style-type: none"> <li>1. Acts with due consideration for the emotional, physical and psychological wellbeing of patients including maintaining the dignity and safety of patients at all times when discharging educational duties</li> <li>2. Through medical education, enhances the care of patients</li> </ol> </li> <li>4. <b>Respect for learners</b> <ol style="list-style-type: none"> <li>1. Acts with due consideration for the emotional, physical and psychological wellbeing of learners</li> <li>2. Supports learners in their personal and professional development</li> </ol> </li> <li>5. <b>Respect for colleagues</b> <ol style="list-style-type: none"> <li>1. Acts with due consideration for the emotional, physical and psychological wellbeing of colleagues</li> <li>2. Supports colleagues in their personal and professional development</li> </ol> </li> </ol>

## Domain 1 – Designing and planning learning

Element	Standard Level 1	Standard Level 2	Standard Level 3
<b>Learning and teaching principles</b>	<p><b>1.1.1</b> Shows how the principles of learning and teaching are incorporated into educational developments</p> <p><b>1.1.2</b> Is aware of different ways of learning and teaching</p>	<p><b>1.2.1</b> Applies learning and teaching principles in the design of a course, unit, module or subject area</p> <p><b>1.2.2</b> Matches course design to support different ways of learning and teaching</p>	<p><b>1.3.1</b> Applies learning and teaching principles in the design of a curriculum for a whole course or degree programme</p>
<b>Learning needs</b>	<p><b>1.1.3</b> Shows how the needs of learners are considered</p>	<p><b>1.2.3</b> Gathers and interprets basic information on the needs of learners</p>	<p><b>1.3.2</b> Conducts complex learning needs analyses including those of learners, groups, professions or healthcare systems</p>
<b>Learning outcomes</b>	<p><b>1.1.4</b> Is aware of the need to define what is to be learned</p>	<p><b>1.2.4</b> Constructs appropriate learning outcomes that can be measured or judged</p>	<p><b>1.3.3</b> Defines learning outcomes within theoretical frameworks</p>
<b>Learning and teaching methods and resources</b>	<p><b>1.1.5</b> Is aware of a range of learning methods, experiences and resources and how they may be used effectively</p>	<p><b>1.2.5</b> Matches learning methods, experiences and resources to intended outcomes</p> <p><b>1.2.6</b> Develops learning resources for planned courses</p>	<p><b>1.3.4</b> Is adaptive and effective in securing resources and dealing with constraints</p>
<b>Evaluation of educational interventions</b>	<p><b>1.1.6</b> Responds appropriately to feedback and evaluation of educational interventions</p>	<p><b>1.2.7</b> Evaluates and improves educational interventions</p>	<p><b>1.3.5</b> Conducts, interprets, acts on and disseminates evaluations of learning programmes</p>

## Domain 2 – Teaching and facilitating learning

Element	Standard Level 1	Standard Level 2	Standard Level 3
<b>Delivering Teaching</b>	<b>2.1.1</b> Appropriately uses a basic range of educational methods and technologies to achieve intended learning outcomes	<b>2.2.1</b> Appropriately uses a broad range of educational methods and technologies to achieve intended learning outcomes	<b>2.3.1</b> Is adaptive and innovative in using and developing educational methods and technologies to achieve intended learning outcomes <b>2.3.2</b> Supports others to innovate
<b>Maintaining an effective learning environment</b>	<b>2.1.2</b> Is aware of the importance of establishing a safe and effective learning environment	<b>2.2.2</b> Establishes a safe and effective learning environment <b>2.2.3</b> Provides educational, personal and professional support in relevant contexts	<b>2.3.3</b> Monitors and manages the safety and effectiveness of complex learning environments <b>2.3.4</b> Proactively seeks to improve the learning environment
<b>Learning and teaching methods and resources</b>	<b>2.1.3</b> Is aware of a range of learning methods that may be used in learning and teaching activities	<b>2.2.4</b> Applies learning and teaching methods that are relevant to intended learning outcomes and programme content <b>2.2.5</b> Uses learning resources appropriately	<b>2.3.5</b> Adapts learning and teaching methods to unexpected, dynamic or evolving circumstances <b>2.3.6</b> Develops innovative learning resources
<b>Feedback on learning</b>	<b>2.1.4</b> Understands the importance of seeking, receiving and responding to feedback about learning and teaching	<b>2.2.6</b> Develops self-awareness in learners <b>2.2.7</b> Provides effective feedback to learners using a range of methods <b>2.2.8</b> Acknowledges and responds actively and appropriately to feedback	<b>2.3.7</b> Develops self-awareness in learners and teachers <b>2.3.8</b> Interprets, synthesises and deals with conflicting information arising from feedback from learners and educators <b>2.3.9</b> Effectively demonstrates to learners the rationale for changing or not changing teaching and learning activities in response to feedback
<b>Ensures active participation and learner engagement</b>	<b>2.1.5</b> Describes ways of involving learners in actual clinical practice e.g. experiential learning opportunities	<b>2.2.9</b> Engages learners in reflective practice	<b>2.3.10</b> Actively seeks to incorporate learners into a community of practice
<b>Reflection</b>	<b>2.1.6</b> Is aware of the importance of reflection on practice	<b>2.2.10</b> Uses systems of teaching and training that incorporate reflective practice in self and others	<b>2.3.11</b> Demonstrates a commitment to reflective practice in self, learners faculty and colleagues

## Domain 3 – Assessment of Learning

Element	Standard Level 1	Standard Level 2	Standard Level 3
The purpose of the assessment	<b>3.1.1</b> Is aware of the general purpose of assessment	<b>3.2.1</b> Relates assessments to the educational outcomes of the course or programme	<b>3.3.1</b> Designs complex assessment strategies and blueprints
The content of the assessment	<b>3.1.2</b> Is aware that assessment should align with learning outcomes	<b>3.2.2</b> Demonstrates that the contribution of any assessment addresses the learning outcomes and the assessment blueprint	<b>3.3.2</b> Maintains and manages assessment blueprints for one or more courses and/or levels
The development of assessment	<b>3.1.3</b> Is aware that robust assessment practices are integral to course development and effective educational practice	<b>3.2.3</b> Contributes to the construction of assessment items	<b>3.3.3</b> Leads design and development of assessments utilising accepted good practice such as in the determination of reliability, validity, acceptability, cost effectiveness, feasibility and educational impact
Selecting appropriate assessment methods	<b>3.1.4</b> Is aware that assessment methods are chosen on the basis of the purpose, content and level of the assessment <b>3.1.5</b> Uses a basic range of methods to assess learners	<b>3.2.4</b> Selects assessment methods that match the purpose, content and level of the learner <b>3.2.5</b> Uses a broad range of methods to assess learners	<b>3.3.4</b> Integrates assessment methods into a coherent assessment strategy <b>3.3.5</b> Makes high stakes professional judgements
Maintaining the quality of assessment	<b>3.1.6</b> Is aware that assessment practices require continuous monitoring and improvement	<b>3.2.6</b> Maintains assessment quality by accurately interpreting assessment reports <b>3.2.7</b> Contributes under guidance to standard setting processes	<b>3.3.6</b> Applies standard setting procedures most relevant to particular methods and format <b>3.3.7</b> Interprets technical data about effectiveness of assessment practices <b>3.3.8</b> Prepares assessment reports for learners, examination boards and external stakeholders

## Domain 4 – Education Research and Scholarship

Element	Standard Level 1	Standard Level 2	Standard Level 3
Theoretical and evidence-base of medical education	<b>4.1.1</b> Is aware of basic educational theories and principles <b>4.1.2</b> Is aware of literature relevant to current developments in medical education <b>4.1.3</b> Is aware of the principles of critical appraisal <b>4.1.4</b> Is aware of the major issues and challenges facing medical educational research	<b>4.2.1</b> Understands and applies a range of educational theories and principles <b>4.2.2</b> Critically evaluates the educational literature and applies this learning to his or her educational practice <b>4.2.3</b> Participates in the design and development of educational programmes, projects or research <b>4.2.4</b> Interprets and applies the results of educational research to his or her educational practice	<b>4.3.1</b> Demonstrates advanced understanding of a wide range of educational theories and principles <b>4.3.2</b> Critically evaluates the literature at an advanced level and applies this to his or her educational practice <b>4.3.3</b> Develops new educational insights, theories and practices, through scholarly endeavours <b>4.3.4</b> Designs, supervises, manages and evaluates research strategies or projects <b>4.3.5</b> Contributes to educational research or projects applying appropriate research methods <b>4.3.6</b> Mentors and supports the professional development of educational researchers or educational project leads

## Domain 5 – Educational Management and Leadership

Element	Standard Level 1	Standard Level 2	Standard Level 3
Education management	<p><b>5.1.1</b> Manages personal educational time and resources effectively</p> <p><b>5.1.2</b> Understands and delivers intended educational outcomes</p>	<p><b>5.2.1</b> Manages educational programmes and resources, including individuals and/or financial resources at a local level</p>	<p><b>5.3.1</b> Manages educational programmes and resources, including individuals and/or financial resources beyond the local level</p>
Educational leadership	<p><b>5.1.3</b> Understands and takes professional responsibility for own role in local education</p>	<p><b>5.2.2</b> Leads educational projects or programmes locally</p> <p><b>5.2.3</b> Supports the educational development of others within a local team, faculty or department</p>	<p><b>5.3.2</b> Demonstrates advanced ability to communicate, lead, develop, integrate and formulate a wide range of educational interventions and programmes</p> <p><b>5.3.3</b> Has an impact on medical education beyond immediate geographical locus</p> <p><b>5.3.4</b> Contributes to educational policy and development at a national or international level</p> <p><b>5.3.5</b> Successfully discharges senior roles in medical education</p>
Educational governance	<p><b>5.1.4</b> Understands the roles and responsibilities of statutory and other regulatory bodies in the provision and quality assurance of medical education</p>	<p><b>5.2.4</b> Is involved in the provision and quality assurance of medical education</p>	<p><b>5.3.6</b> Is involved in the development of effective educational standards or governance frameworks</p>

## Day 1

### Session 1 - Expectations of a Supervisor

#### Regulatory Framework:

- \* By July 2015 all education providers that are regulated by the GMC had to demonstrate that they had a register of trained educators
- \* From July 2016 all education providers that are regulated by the GMC must demonstrate that everyone involved in training and education has the appropriate training
- \* This will be monitored through the Regional Undergraduate and Postgraduate visits of the General Medical Council's Quality Improvement Framework

#### Standards Framework

- \* The standards chosen by the GMC are those developed by the Academy of Medical Educators
- \* Although there are domains and standards, they are demonstrated by reflection on individual performance within those domains
- \* Accreditation that the trainer has met the standards is through appraisal or membership of the AoME and/or HEA

#### This course extends level 1

- \* What is expected of a supervisor and why.
- \* How adults learn and teach.
- \* Supervisor skills and different models (GROW and 4D)
- \* Workplace-based assessment (and ARCP, RITA, PETA)
- \* Feedback and dealing with underperformance
- \* Self-supervision and the Inner Game
- \* Reflective analysis of current activity

#### And covers Level 2

- \* Supporting and monitoring educational processes
- \* Guiding personal and professional development
- \* It will also result in you having a portfolio of current educational activity, which you will be able to use to justify your claim for education supervisor status, Membership of the Academy of Medical Educators and/or Fellowship of the Higher Education Academy

#### Level 3 - PG Cert

If you want to take things further it will give you credit towards MDSC172, which is the core module for our PG Cert in Medical Education

- \* MDSC172: Learning, teaching and assessment in healthcare education
- \* EDEV 402: Course design and evaluation

#### And one of

- \* MDSC173: Policy and strategy in healthcare education
- \* MDSC179 Leadership Development and management for Healthcare Practitioners

#### Expectations of a supervisor

- \* AoME Core values and domains 1,2,4 and 7
- \* Clinical supervisors are expected to do this for individuals (undergraduate and trainee)
- \* Educational supervisors are expected to do this for a small team of people

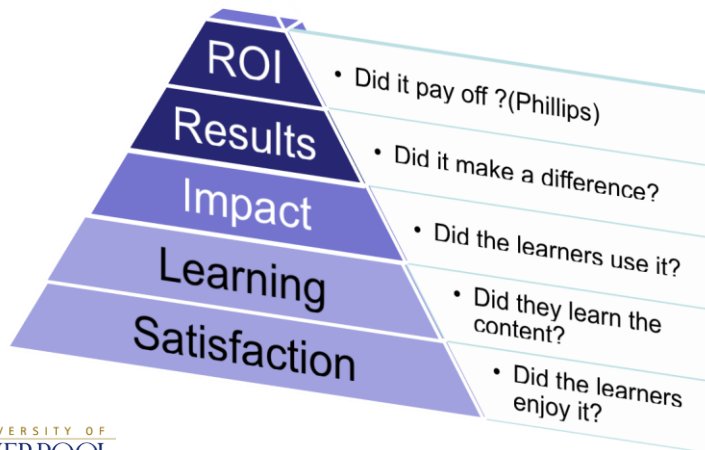
BUT what do you feel is required of you?

## Session 2 – How adults learn

This provides the basis of all that follows, and is drawn from one of the AMEE Guides (Taylor, D. C. M., & Hamdy, H. (2013). Adult learning theories: Implications for learning and teaching in medical education: AMEE Guide No. 83. *Medical Teacher*, 35, e1561-e1572. doi: DOI: 10.3109/0142159X.2013.828153).

## To start at the end

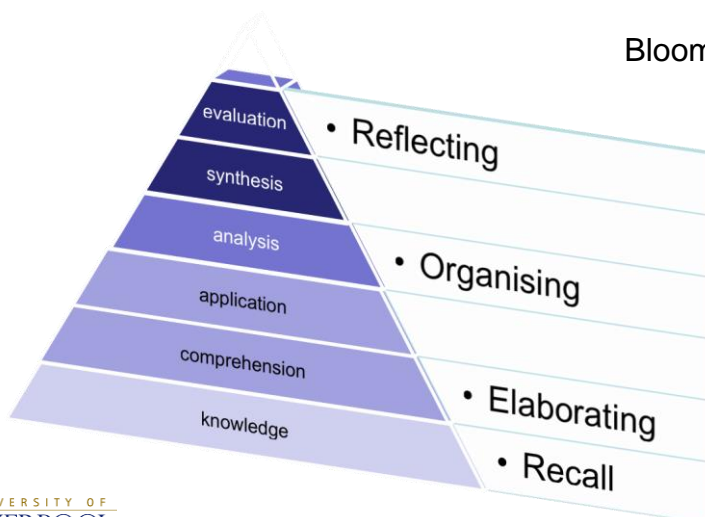
Kirkpatrick



Day 2 Session 2 Slide 20

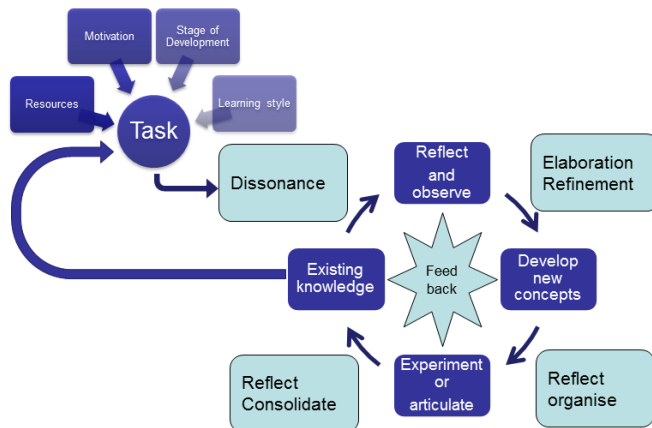
## So what do you want to do/see

Bloom



Day 2 Session 2 Slide 21

# How people learn Taylor and Hamdy 2013



Day 3 Session 2 Slide 37

## Session 3 and 4 – Supervisor Skills

- \* Rather like counselling skills there are several different models.
- \* Rather like teaching medical students, your supervisees will probably survive whatever you do.
- \* But it is possible to be systematic
- \* And SMART
  - \* Specific, Measurable, Achievable, Realistic, Time limited

### GROW

- \* Goal
- \* Resources
- \* Opportunities/Obstacles
- \* Way Forward

### 4D – from action research/appreciative enquiry

- \* Discover
- \* Dream
- \* Design
- \* Deliver/Destiny

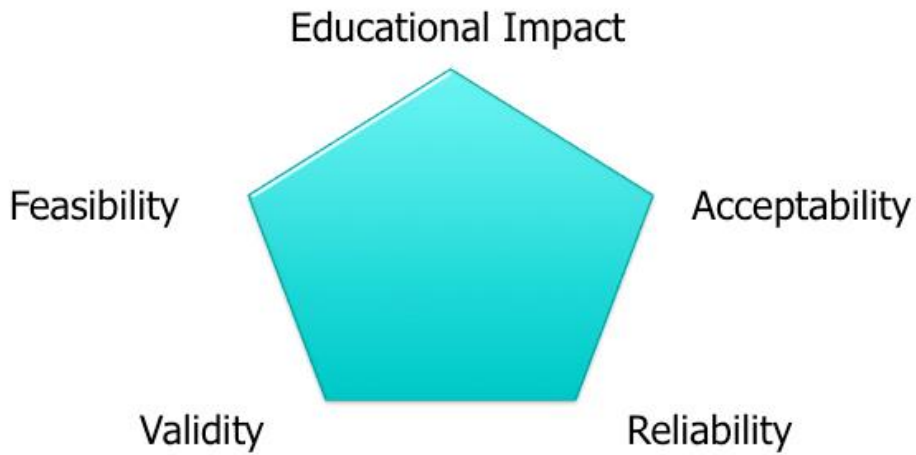
- To consolidate this.....
- Think of a series of goals (yours, ideally to do with education/scholarship/learning).
- How will you know when you have attained them?
- Choose one or two of your goals with associated targets
- Work through GROW and 4D for each
- Ready to present back to the whole group with pros and cons.



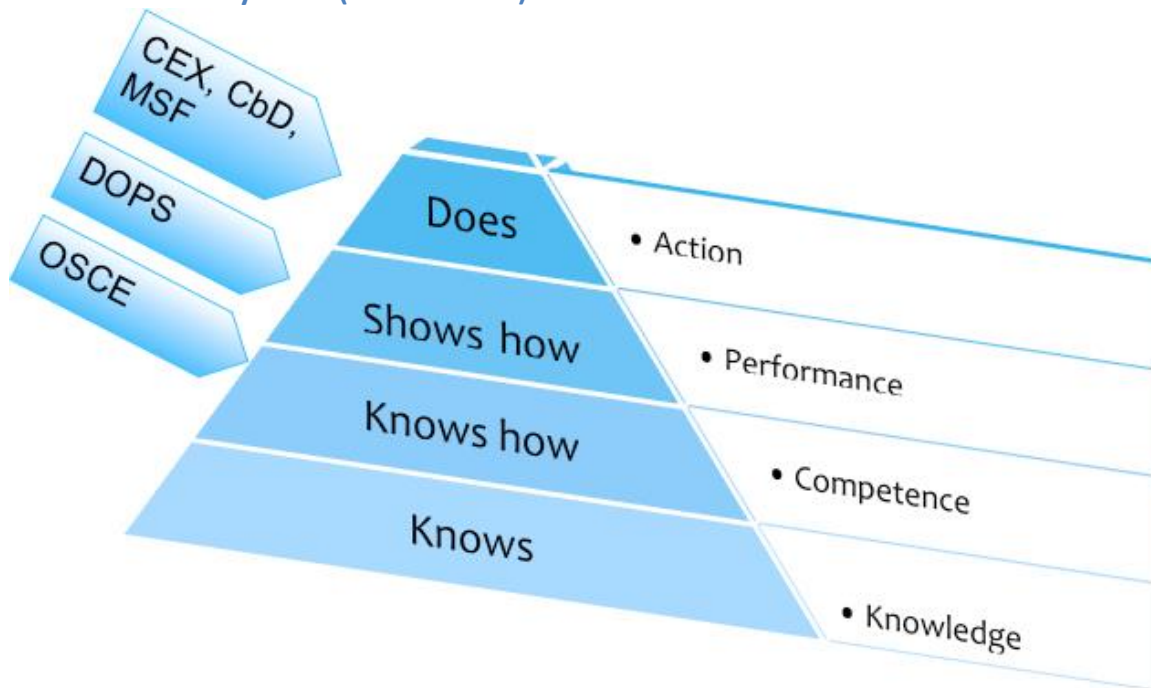
## Session 5 – Workplace-based assessment

There are three things to consider about assessment. Why, what and how.

### Why:



### What – Miller's Pyramid (1990 version)



### How

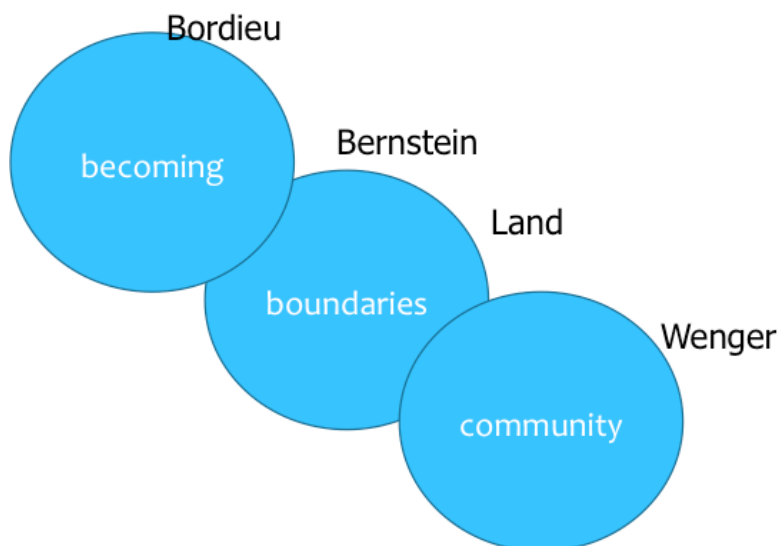
Discuss your experiences of each of the methods as a trainer and trainee.

What are the merits or otherwise?

What is the way forward?

## Session 6 – Feedback to students/trainees

Think back to how people learn, and the importance of feedback to that process. In the process of helping them to reflect on, and articulate, articulate why they are stuck somewhere in the cycle remember that there are three elements to developing professional identity

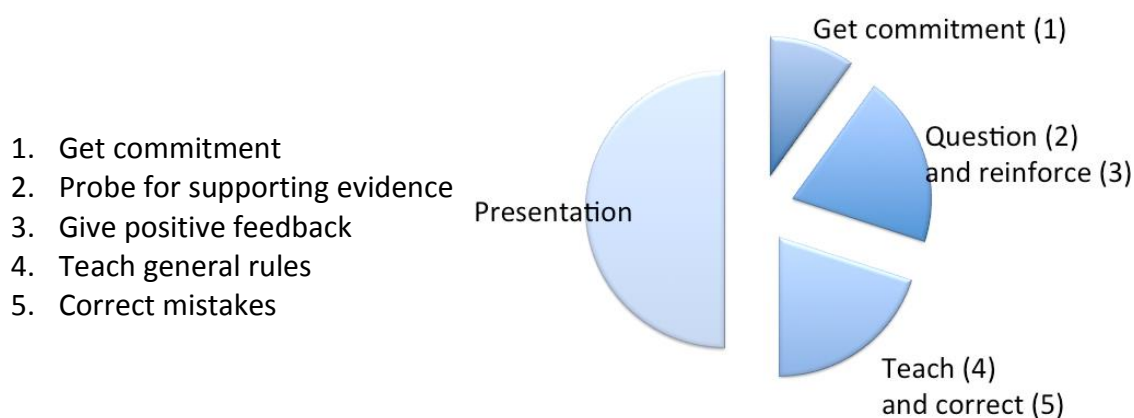


In overcoming each of these hurdles, first personalise it.

- \* What would you find helpful?
- \* How would you help in the processes?
- \* How would you know that what you did worked?

## “One minute” Preceptor or the 5 microskills

As with many things, an accurate diagnosis is the only real basis for treatment



## Session 7 – Self supervision and the inner game

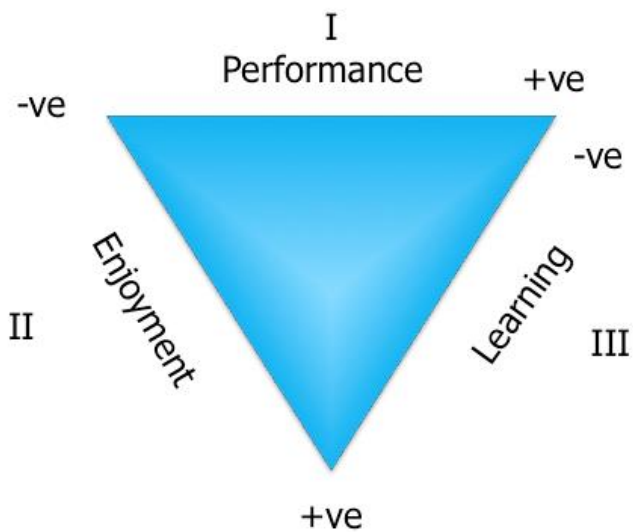
There are many models, are from Gallwey's "Inner game of stress" (published by Random House, ISBN 978-1-4000-6791-6)

There are three principles

1. Non judgmental awareness
2. Trust in ones own self
3. Exercise of free and conscious choice

Part of the choice is whether to STOP or GROW

- \* Step back
- \* Think
- \* Organise
- \* Proceed
- \* Goal
- \* Resources/Reality
- \* Opportunities/Obstacles
- \* Way Forward



Look back at your portfolios. (STOP/GROW)

What would you change? (PLE)

## Day 2

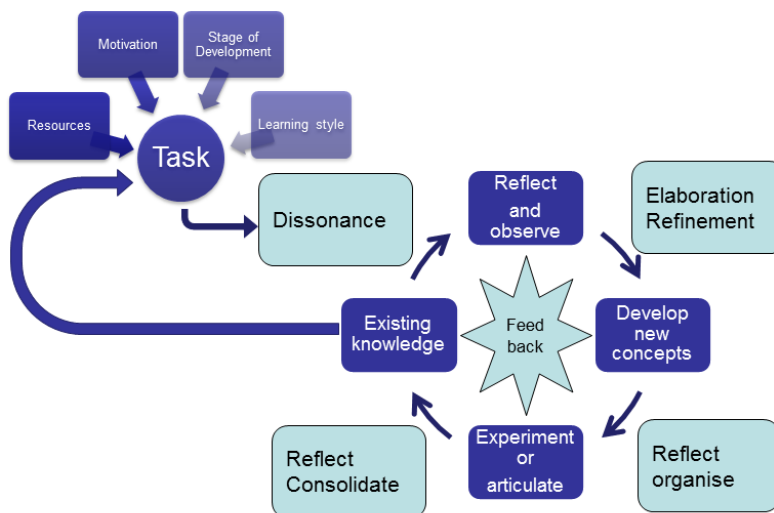
### Session 1 – Introduction and objectives

Day 1 of the course took people through and beyond level one into a consideration of the theories that underlie our approach to teaching and supervision. Day 2 contains the elements needed to extend this into what is required for recognition as an educational supervisor.

Expectations of a supervisor

- \* AoME Core values and domains 1,2,3 and 5
- \* Clinical supervisors are expected to do this for individuals (undergraduate and trainee)
- \* Educational supervisors are expected to do this for a small team of people

## How people learn Taylor and Hamdy 2013



Day 2 Session 2 Slide 5

As preparation for this day you will have completed a portfolio of educational activity – and hopefully brought it with you either on paper or electronically. Today we will refine it.

You will have identified things you need to do – take a few moments to discuss them, and what you think the way forward might be.

### Session 3 – Role of the regulator – setting standards

The aim of a training programme in any branch of healthcare education is to provide graduates/new colleagues who can enter the workforce

- \* Competently
- \* Quickly
- \* Safely
- \* Efficiently

The regulatory frameworks are the measures put in place to ensure that the four aims are achieved and to provide confidence that people trained in different places are equivalently qualified

There are three particularly important General Medical Council documents.

#### Duties of a Doctor

[http://www.gmc-uk.org/guidance/good\\_medical\\_practice/duties\\_of\\_a\\_doctor.asp](http://www.gmc-uk.org/guidance/good_medical_practice/duties_of_a_doctor.asp)

#### Good Medical Practice

[http://www.gmc-uk.org/guidance/good\\_medical\\_practice.asp](http://www.gmc-uk.org/guidance/good_medical_practice.asp)

#### Promoting excellence - Standards for medical education and training

[http://www.gmc-uk.org/Promoting\\_excellence\\_standards\\_for\\_medical\\_education\\_and\\_training\\_0715.pdf](http://www.gmc-uk.org/Promoting_excellence_standards_for_medical_education_and_training_0715.pdf) 619 39165.pdf

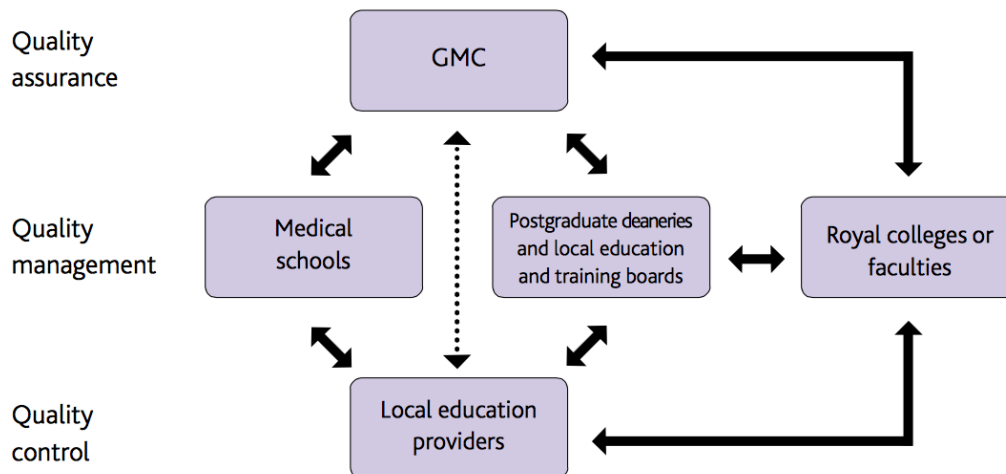
With which of these documents are you familiar?

What do you think about regulation?

Pros, cons, intended and unintended consequences?

## Session 4 – Meeting the standards and critical appraisal

It is worth becoming familiar with the “Promoting Excellence” document as it frames the responsibilities and expectations of providers, educators and learners.



There are five themes within *promoting excellence*:

1. Learning environment and culture
2. Educational governance and leadership
3. Supporting learners
4. Supporting educators
5. Developing and implementing curricula and assessments

Again – this is where you need to read through the element that most impact upon you.

Which of the domains will impact most upon you?

What sort of evidence will you try to collect?

- About the student/trainee
- About yourself
- About the system

First, alone, think about your current portfolio of educational activity

- Identify one of your strengths
- And one of your challenges

How would you improve or meet the challenge?

SMART...

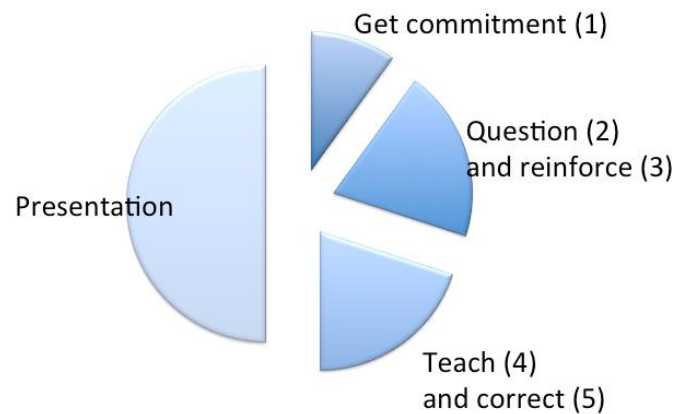
How would you know when you got there?

Then pair, then share

## Session 5 Objective structured teaching encounter (OSTE)

We will use the “One minute” preceptor model to assess a teaching encounter.

1. Get commitment
2. Probe for supporting evidence
3. Give positive feedback
4. Teach general rules
5. Correct mistakes



We will concentrate on “Feedback”

In a small group think of a teaching encounter you have had or witnessed.  
Prepare a briefing for a student who will present a case to a supervisor

One person in each group will “act” as the student  
One will be an observer.  
One will “act” as a supervisor

The student and observer will then move onto the next group.

- The observer explains the situation and
- the student will present their case to the next group’s nominated supervisor
- The supervisor will use the one-minute preceptor system

The observer from group one and the other members of group two will observe the teaching encounter and give feedback on it when it is completed.

We will discuss the exercise as a whole group.

Remember, here as elsewhere, remember which “bit” of feedback you are giving/receiving.

- Appreciation
- Coaching
- Evaluation

Stone, D and Heen, S (2014) Thanks for the Feedback, Penguin Random House, ISBN 978-0-670-92262-8

## Session 6 – Students/Doctors in difficulty

- \* Local guidance supersedes GMC or NACT guidance
- \* If in doubt take advice and seek support
- \* Don't try to deal with complex issues on your own
  - \* Early intervention
  - \* effective feedback
  - \* appropriate support

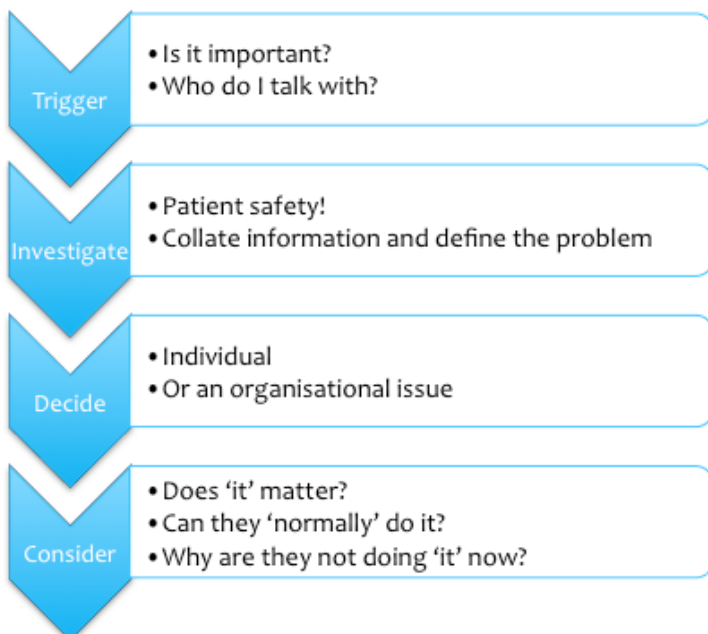
### Principles

1. Early diagnosis and intervention is essential
2. Establish and clarify the circumstances as quickly as possible
3. Poor performance is a symptom, not a diagnosis
  - \* Clinical performance
  - \* Personal, personality, behavioural
  - \* Sickness/ill health
  - \* Environmental issues
4. A robust and detailed diagnosis is needed
5. Clear documentation

### And

- \* Misgivings must be communicated (to whom?)
- \* Accurate and contemporaneous records must be kept
- \* Remedies must be sought
- \* Progression must be delayed until issues are resolved

### Framework



Think of an example (from your previous experience if possible), and then work through the framework in pairs.

And make an action plan (SMART)



## Section 7 and 8 – Best Evidence in Medical Education and moving forward

There is a huge literature on medical education, some of which is contradictory, some of which is out of date. So the *BEME collaboration* has been set up to ensure that people can identify and use the best evidence there is to inform their educational activities. It is similar to the Cochrane collaboration, but uses a wider range of analytical methods.

- \* It commissions and publishes systematic reviews relating to medical and health professions education at undergraduate and postgraduate levels
- \* It comprises an editorial board, and a number of International Collaborating Centres (BICCs).
- \* Liverpool Medical School hosts the Liverpool BICC

There are 32 reviews circulating at present (all published in *Medical Teacher*) including:

- \* Teaching professionalism
- \* Effectiveness of longitudinal community placements
- \* Doctor role modelling
- \* Impact of intercalated BSc on student performance and careers

There are many secondary sources to help you access the research. If you want to read overviews, go for the AMEE Guides (also published in *Medical Teacher*). Recent guides have covered Adult learning theory, Cognitive Load theory, Situated Learning, workplace based assessment.

The University Library has on-line subscriptions to the most useful journals covering medical education *Medical Education*, *Medical Teacher*, *Academic Medicine*, and, of course the *BMJ*.

You could join one of the education research societies (ASME, AMEE) or, of course, the Academy of Medical Educators! The main benefit of joining any of these is networking, but the Academy of medical educators also provides for formal recognition of your educational and scholarly activity, which is acceptable to the GMC for credentialing purposes.

### And, moving forward

In preparation for this training course, you prepared your portfolio of current educational activity. You have been working on this, and developing it throughout the course.

Now you need to re-look at it and particularly develop the sections about evidence, and forward planning.

There are two tasks  
email David Taylor ([dcmt@liv.ac.uk](mailto:dcmt@liv.ac.uk)) with your SMART plans. He will remind you of your plans in 4 weeks time.

Send an electronic copy of your updated portfolio of educational activity to David Taylor ([dcmt@liv.ac.uk](mailto:dcmt@liv.ac.uk)) he will annotate it and return it to you, and inform your DME that you have completed the training.