

Essential knowledge and skills for Educational Supervisors

Dr Roger Hunt

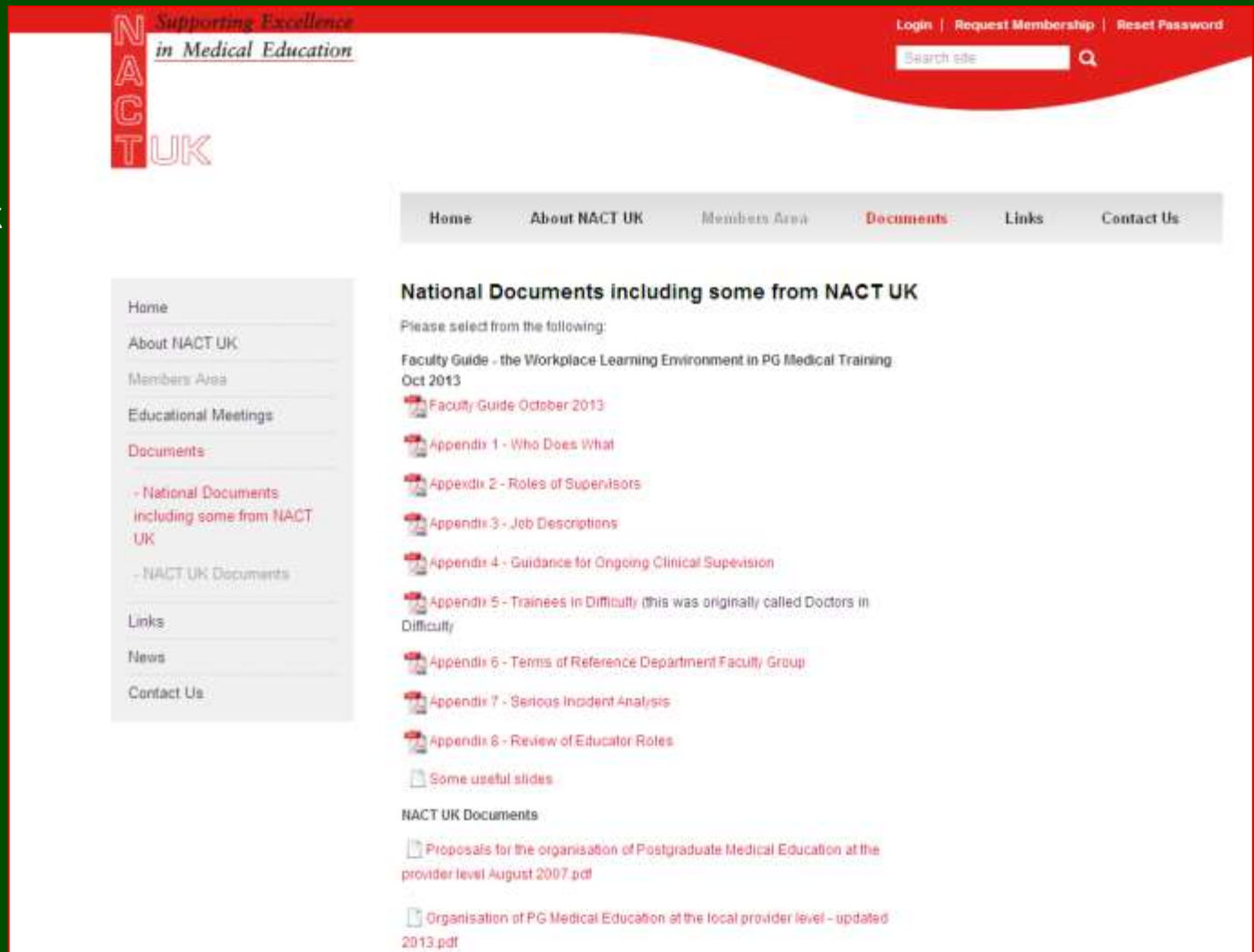
**Consultant Histopathologist
Director of Postgraduate Medical Education
University Hospital of South Manchester
Jan 2015**

Educational Supervision

- Resources
- Definition
- Roles and responsibilities
- Skills and knowledge
- GMC requirements
- Educational CPD

Educational supervisor

NACT website
www.nact.org.uk



The screenshot shows the NACT website interface. At the top, there is a red header with the NACT logo and the tagline "Supporting Excellence in Medical Education". Navigation links include "Login", "Request Membership", and "Reset Password". A search bar is also present. Below the header is a grey navigation bar with links for "Home", "About NACT UK", "Members Area", "Documents", "Links", and "Contact Us". The main content area is titled "National Documents including some from NACT UK" and lists various documents for selection. A left sidebar contains a menu with options like "Home", "About NACT UK", "Members Area", "Educational Meetings", "Documents", "Links", "News", and "Contact Us".

NACT Supporting Excellence in Medical Education

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National Documents including some from NACT UK

Please select from the following:

Faculty Guide - the Workplace Learning Environment in PG Medical Training
Oct 2013

- Faculty Guide October 2013
- Appendix 1 - Who Does What
- Appendix 2 - Roles of Supervisors
- Appendix 3 - Job Descriptions
- Appendix 4 - Guidance for Ongoing Clinical Supervision
- Appendix 5 - Trainees in Difficulty (this was originally called Doctors in Difficulty)
- Appendix 6 - Terms of Reference Department Faculty Group
- Appendix 7 - Serious Incident Analysis
- Appendix 8 - Review of Educator Roles
- Some useful slides

NACT UK Documents

- Proposals for the organisation of Postgraduate Medical Education at the provider level August 2007.pdf
- Organisation of PG Medical Education at the local provider level - updated 2013.pdf

Educational supervisor

Person Specification for Educational Supervisor

| Attributes | Essential | Desirable |
|-------------------------------|--|---|
| Qualifications | GMC full registration Specialist or General Practitioner registration | Postgraduate qualification in education |
| Knowledge & Skills | <p>Knowledge of management and governance structures in medical education and training and awareness of recent changes in the delivery of medical education and training nationally and locally.</p> <p>Enthusiasm for delivering training</p> <p>Evidence of current training in:</p> <ul style="list-style-type: none"> • Train the trainer • Appraisal and feedback • Relevant workplace-based assessments • Relevant portfolio • Equality and diversity <p>Effective communications skills, motivating and developing others, approachability, good interpersonal skills.</p> | <p>Evidence of supporting trainees and trainers.</p> <p>Understanding of uses of IT in education.</p> <p>Evidence of personal development in medical education</p> <p>Evidence of delivering well evaluated teaching sessions/tutorials</p> |

NACT website
www.nact.org.uk



QUALITY IMPROVEMENT IN PATHOLOGY PROGRAMME

Person Specification for Educational Supervisor

| Attributes | Essential | Desirable |
|-------------------------------|--|--|
| Qualifications | GMC full registration Specialist or General Practitioner registration | Postgraduate qualification in education |
| Knowledge & Skills | Knowledge of management and governance structures in medical education and training and awareness of recent changes in the delivery of medical education and training nationally and locally. Enthusiasm for delivering training Evidence of current training in: <ul style="list-style-type: none"> • Train the trainer • Appraisal and feedback • Relevant workplace-based assessments • Relevant portfolio • Equality and diversity Effective communications skills, motivating and developing others, approachability, good interpersonal skills. | Evidence of supporting trainees and trainers. Understanding of uses of IT in education. Evidence of personal development in medical education Evidence of delivering well evaluated teaching sessions/tutorials |

12:45 – 13:30: Lunch

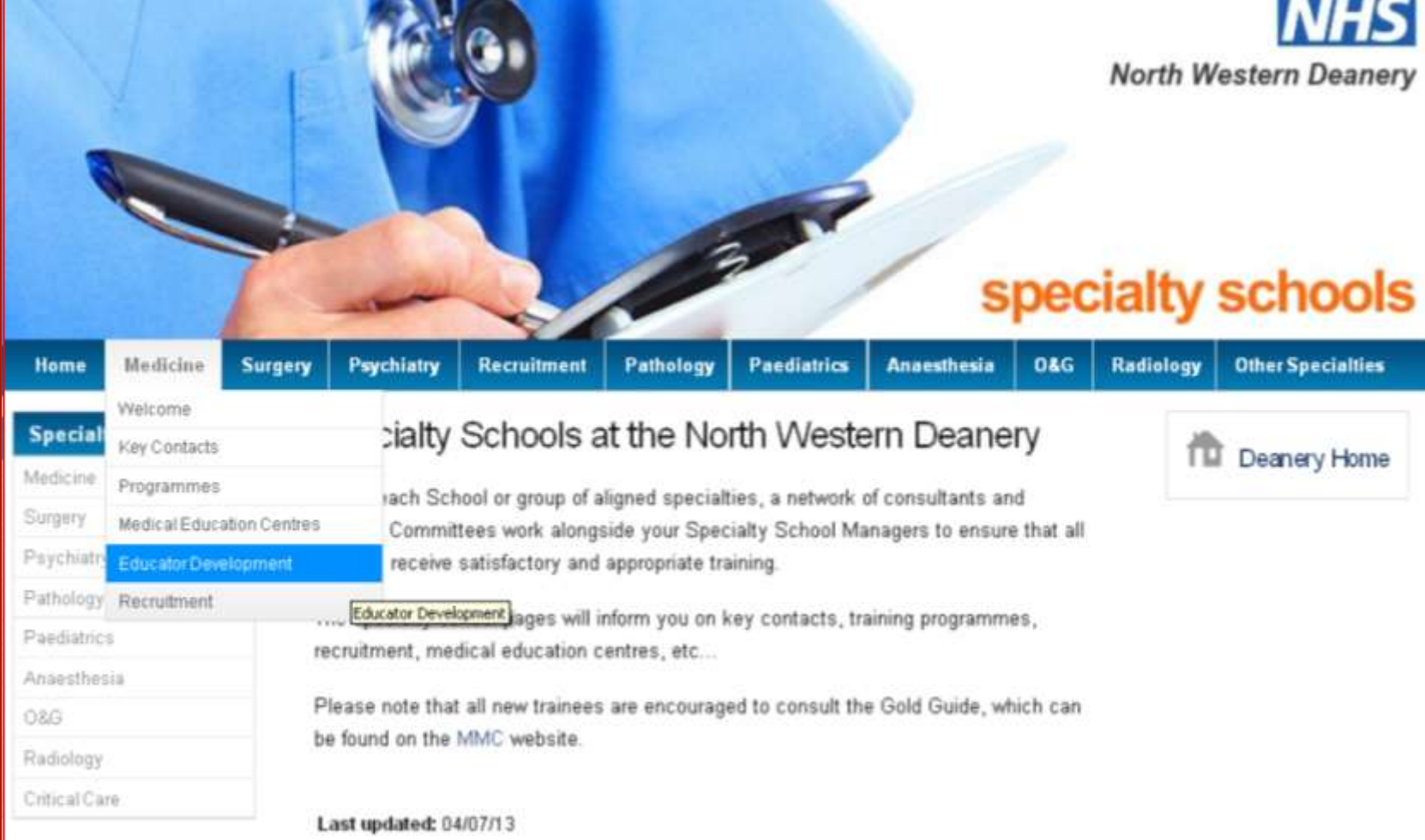
| TIME | PRESENTATION | SPEAKER |
|---------------|--|--|
| 13:35 - 14:05 | Essential Knowledge and Skills for Educational Supervisor | Dr Roger Hunt <i>(Lead for Learning for HENW)</i> |
| 14:05 - 14:25 | How to Make Best Use of the Curriculum and e- Portfolio to Support Your Trainees | Dr Mo Mazhari <i>(Histopathology Specialty Doctor)</i> |
| 14:25 - 14:45 | Objective Setting: Helping Your Trainees to Set Clear Goals | Dr Richard Cooke <i>(Head of School Mersey)</i> and Dr Jenifer Mason <i>(Medical Microbiology Local Clinical Lecturer)</i> |
| 14:45 - 15:05 | The Effective Appraisal Process | Dr Lipsita Patnaik <i>(Histopathology Training Programme Director NW)</i> |

15:05 - 15:25: Tea Break

| | | |
|---------------|---|---|
| 15:25 - 15:45 | Giving Feedback to Trainees | Dr Jenifer Mason |
| 15:45 - 16:05 | Supporting Underperforming Trainees | Dr Vinita Mishra <i>(Chemical Pathology / Metabolic Medicine Training Programme Director Mersey)</i> |
| 16:05 - 16:25 | The Role of ARCP and Supervisors Report | Dr Richard Cooke |

16:25 - 16:45: Question Time

NW Deanery/HENW



The image shows a screenshot of the NHS North Western Deanery website. At the top right, the NHS logo is displayed above the text "North Western Deanery". Below this, the phrase "specialty schools" is written in a large, orange, sans-serif font. A navigation bar at the top contains several menu items: Home, Medicine, Surgery, Psychiatry, Recruitment, Pathology, Paediatrics, Anaesthesia, O&G, Radiology, and Other Specialities. A dropdown menu is open under "Specialty Schools", listing: Welcome, Key Contacts, Programmes, Medical Education Centres, Educator Development (highlighted in blue), and Recruitment. The main content area features the heading "Specialty Schools at the North Western Deanery" and a paragraph: "Each School or group of aligned specialties, a network of consultants and Committees work alongside your Specialty School Managers to ensure that all receive satisfactory and appropriate training." A "Deanery Home" button with a house icon is located on the right. At the bottom, it says "Last updated: 04/07/13".

NHS
North Western Deanery

specialty schools

Home Medicine Surgery Psychiatry Recruitment Pathology Paediatrics Anaesthesia O&G Radiology Other Specialities

Specialty Schools at the North Western Deanery

Each School or group of aligned specialties, a network of consultants and Committees work alongside your Specialty School Managers to ensure that all receive satisfactory and appropriate training.

Deanery Home

... Educator Development pages will inform you on key contacts, training programmes, recruitment, medical education centres, etc...

Please note that all new trainees are encouraged to consult the Gold Guide, which can be found on the MMC website.

Last updated: 04/07/13

www.nwpgmd.nhs.uk

Educational supervisor



The screenshot shows the NHS Health Education North West website. At the top right is the NHS logo. Below it, the text 'Health Education North West' is displayed. The main heading is 'Educator Development in Health Education North West'. To the left of the main text is a photograph of three people (two men and one woman) sitting at a table, looking at a document. The main text describes the role of Clinical and Educational Supervisors and mentions initiatives like the Postgraduate Certificate in Workplace Based Postgraduate Medical Education programme and a Medical Education Fellowship scheme. It also discusses the implementation of GMC standards for trainer recognition. A purple box at the bottom left contains the text 'GMC recognition and approval of trainers implementation plan 2012'.

NHS

Health Education North West

Educator Development in Health Education North West



Health Education North West (HENW) recognises the vital role that Clinical and Educational Supervisors play in the day to day education and development of trainees. It is committed to supporting the development of doctors as medical educators and has in place a number of initiatives to support this group. These include a Postgraduate Certificate in Workplace Based Postgraduate Medical Education programme and a Medical Education Fellowship scheme. Further information on each of these programmes can be found by following the relevant link from the main menu.

A key area of work for HENW is the implementation of the GMC standards and new arrangements for the recognition of trainers as set out in [GMC Recognising and approving trainers: the implementation plan](#).

As the Education Organiser (EO), HENW is responsible for identifying trainers who need to be recognised. To this end we are working closely with Trusts and Local Education Providers (LEPs) on the implementation of processes to enable the collection of relevant information on named Clinical and Educational Supervisors for reporting to the GMC.

To find out more about this important area of work, including requirements and timelines, please go to the [Standards & Guidance pages](#).

GMC recognition and approval of trainers implementation plan 2012

www.nwpgmd.nhs.uk/educator-development/standards-guidance

NW Deanery/HENW



Health Education North West

EDUCATIONAL SUPERVISION IN HEALTH EDUCATION NORTH WEST

OVERVIEW

The purpose of this document is to outline the roles, responsibilities, knowledge and skills required of an Educational Supervisor (ES) working in postgraduate medical education in Health Education North West (HENW).

This guidance will also support Trusts and other Local Education Providers (LEPs) in their quality control as they educationally support, manage, audit and resource the educational role of an ES.

This guidance is mapped to the Gold Guide to Specialty Training [May, 2014]; The GMC Trainee Doctor [February 2011] and the Foundation Programme.

DEFINITION

Each trainee should have a named ES who is responsible for overseeing that trainee's educational progress over a period of time [Gold Guide 4.22].

HENW Educator development team 2014

Educational Supervisor – knowledge and skills

- **Coaching, mentoring and pastoral care**
- **Careers support**
- **Learning agreements/educational needs**
- **Assessment and appraisal**
- **Principles of ARCPs**
- **Managing trainees with difficulties**
- **Basics of Quality control: HENW & GMC standards**
 - **Plus recruitment and selection training**
 - **Equality and diversity**
 - **Core skills: communication/team-working**

Job description/role summary

Main duties and responsibilities:

- 1. To ensure the delivery of excellent training to local trainees in the local education provider (LEP). Providing support and guidance and monitoring their progress**
- 2. To participate in the local delivery of training programmes to their trainees**
- 3. To maintain continuing professional development [CPD] as an educator**

**What do you think
makes an effective trainer?**

**Who was your
best “teacher/trainer/supervisor”
and
what made them so effective?**

The ideal “supervisor/teacher” is...

- Goes the extra mile
- Has time to train
- Expert in her/his field
- Well-organised
- Confident
- Approachable
- Consistently fair to all
- Friendly, humorous
- Shares teaching aims
- Leads well
- Appropriate pace
- Flexible, open to suggestions
- Gives honest and timely feedback
- Communicates well, including non-verbal

**“Great teachers do more than just educate –
they also inspired, entertained, motivated and
supported those they knew.**

These teachers will never be forgotten”.



Clinical Supervisor

- A trainer who is selected and appropriately trained to be responsible for overseeing a specified trainee's *clinical work* and providing constructive feedback during a training placement
- The Clinical Supervisor is responsible for day-to-day supervision in the workplace
- Workplace-based assessments will also tend to fall to the Clinical Supervisor

Educational supervisor

GMC definition

- A trainer who is selected and appropriately trained to be responsible for the *overall supervision and management* of a specified trainee's educational progress during a training placement or series of placements

Educational Supervisor

- Educational supervisors are responsible for ensuring that trainees are making the necessary overall clinical and educational progress.
- Educational supervisors will need all the skills of clinical supervision, plus an appreciation of supporting educational theory, the ability to undertake appraisal, work with portfolios and provide careers advice.
- Managing the trainee in difficulty will also inevitably involve the educational supervisor with support from Deanery/HENW training structures.

Educational supervisor

- Some training schemes appoint an ES for each training placement.
- The roles of CS and ES may then be merged
- In many instances the same person may undertake both CS and ES roles for a given trainee
- Some doctors may act as an ES for more than one trainee and receive feedback on trainees' performance from multiple CS

HENW recommended educational tariff

- **Educational Supervisor**
0.25 PAs per trainee (*ONE HOUR PER WEEK*)
- **Clinical Supervisor**
0.25 PAs independent of number of trainees



Register

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- Workforce
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- Patient resources
- Fellows
- CMD ImPACT



The RCPATH is moving

A new location for the College

From Monday 9 February 2015 the College will be based at our new offices:

4th Floor
21 Prescot Street
London
E1 8BB

Our phone numbers will remain the same, including our switchboard number 020 7451 6700. For a full list of contact numbers and details about how to find us, please visit [21 Prescot Street](#). College members should not notice any disruption to College services during our move.

You can also read more about the work to get 21 Prescot Street ready for our move on my relocation blog page [College relocation – The Fourth Floor](#)

If you have any queries about the College's relocation, please email us at rpathmove@rcpath.org

Dr Suzy Lishman
President, The Royal College of Pathologists

News



President's January E-newsletter



What is Pathology?
The Bulletin
of The Royal College of Pathologists



January 2015 Bulletin

CMD ImPACT



Find out about the
CMD ImPACT tool

CPD

- ➔ Find out more
- ➔ Register for the CPD scheme
- ➔ Log into CPD



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Training & education



The training and education section of the website is intended to be as helpful and informative as possible for potential and current pathology trainees, as well as Educational Supervisors and Training Programme Directors.

The **Training Department** of The Royal College of Pathologists is responsible for:

- setting the standards for training in pathology, including issuing competency based curricula for chemical pathology, histopathology, medical microbiology and virology, diagnostic neuropathology, forensic histopathology, paediatric and perinatal pathology which are approved by the General Medical Council (GMC)
- administering the Education Forum and College Specialty Training Committees (CSTCs) who advise on all major issues relating to specialist training in pathology
- registering StRs in chemical pathology, chemical pathology (metabolic medicine), diagnostic neuropathology, forensic histopathology, histopathology and medical microbiology, medical virology and paediatric and perinatal pathology (including LATs and FTSTAs)
- setting the CCT date for SpRs and StRs including agreeing less than full-time training, LATs and FTSTAs, out of programme training and out of programme research
- providing guidance for training, e.g. for the Annual Review of Competence Progression
- agreeing specialty training programmes and posts and recommending them for approval to GMC
- registering clinical scientists in training for the FRCPath examination



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Clinical scientists

Haematology and Immunology

Histopathology

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Medical virology

Oral microbiology and oral pathology

Toxicology

Veterinary pathology

FAQs: Specialty queries

Diagnostic Neuropathology

Forensic Histopathology

Infection Training

Paediatric and Perinatal Pathology

Training & education >

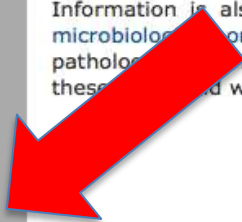
Specialty training

This section of the website includes information for CCT standards in [chemical pathology](#), [histopathology](#) and [medical microbiology and virology](#) including the curricula and training and learning records. Each of these specialty sections provides information for Specialist Registrars (appointed before 31 December 2006) and Specialty Registrars (appointed from 1 August 2007).

Trainees who took up appointments in specialty training from 1 August 2007 are covered by the Gold Guide (A Reference Guide for Postgraduate Specialty Training in the UK).

The fifth edition of the Gold Guide (A Reference Guide for Postgraduate Specialty Training in the UK) was issued in May 2014. This edition is a consolidation of earlier versions of the Gold Guide and applies to all trainees taking up appointments in specialty training which commence on or after August 2007. This edition replaces the first, second, third and fourth editions of the Gold Guide with immediate effect. This means that all trainees that have commenced training since August 2007 are now governed by the 2014 Gold Guide and not previous editions.

Information is also available for [haematologists and immunologists](#), [clinical scientists](#), [oral microbiology](#), [oral pathologists](#) and [veterinary pathologists](#) pursuing a postgraduate career in pathology. The training Department is not responsible for overseeing the training in all of these specialties and where this is the case, appropriate links and contacts have been provided.





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Clinical scientists

Haematology and immunology

Histopathology

Medical microbiology


Training & education > Specialty training > Histopathology


Histopathology


This section of the website is for histopathology trainees, or those interested in pursuing a CCT in histopathology. StRs, FTSTAs and LATs appointed or transferred to the 2007/08 and 2010 histopathology curricula must use the [Learning Environment for Pathology Trainees \(LEPT\)](#) to record their progress in training.

Histopathology Transitional Arrangements

These transitional arrangements are for histopathology NTN holders in a GMC-approved UK histopathology training programme (leading to the award of the CCT or CESR(CP)) transferring to the 2010 GMC-approved histopathology curriculum and assessment system. The transitional arrangements were approved by the GMC on 26 November 2010 but have subsequently been amended and republished in order to reflect the GMC position statement [Moving to the Current Curriculum](#) (November 2012). These amended arrangements have also been approved by the GMC.

 [Transitional arrangements for histopathology trainees transferring to the 2010 GMC-approved histopathology curriculum and assessment system](#)

 [Application form for histopathology trainees wanting to transfer to the 2010 GMC-approved histopathology curriculum and assessment system](#)

 [Checklist for histopathology trainees wanting to transfer to the 2010 GMC-approved histopathology curriculum and assessment system](#)

- ▼ [Curriculum and assessment system 2010](#)
- ▼ [Curriculum and assessment 2007/8](#)
- ▼ [Person specification](#)
- ▼ [Assessment and examinations](#)
- ▼ [Annual review of competence progression](#)
- ▼ [Histopathology CSTC](#)

▼ [Useful links](#)

Curriculum 2010 (for trainees appointed to specialty training to start on or after 1 August 2010)

 [Curriculum for specialty training in histopathology and cytopathology as a subspecialty, June 2010](#)

Journey through your department

- **Contacted/welcomed before start ? Rota**
- **Trust Induction**
- **Local Induction**
- **Dedicated time for mandatory training**
- **Adequate learning opportunities**
- **Assessments are not tick box exercises**
- **Time for feedback and meetings**
- **Adequate preparation for ARCPs**
- **Debrief – feedback about your department**

Web

Images

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About 142,000 results

Any country

Country: the UK

Any time

Last hour

Last 24 hours

Past year

All results

Verbatim

[The Royal College of **Pathologists** | Home | Training & education](#)www.rcpath.org/training-education ▼Training & education. ... as possible for potential and current **pathology** trainees, as well as **Educational Supervisors** and Training Programme Directors.**[PDF]** [ARCP **Pathology** Guidance 2011 - The Royal College of **Pathologists**](#)www.rcpath.org/Resources/.../A/arcg_guidance_rcpath_2011.pdf ▼9 Apr 2008 ... Trainees and **Educational Supervisors** must be familiar with: ... The Learning Environment for **Pathology** Trainees (LEPT) must be used by the ...**[PDF]** [Handbook for **Educational Supervisors** ... - Northern Deanery](#)www.northerndeanery.nhs.uk/.../histopathology.../histoEShandbook.pdf ▼Handbook for **Educational Supervisors** of Trainee **Pathologists**, Royal Victoria Infirmary, Newcastle. Handbook for **Educational Supervisors**. Department of ...**[PDF]** [Curriculum for Paediatric and perinatal **pathology** 2012 - General ...](#)www.gmc-uk.org/Curriculum_Paediatric_and_Perinatal_Pathology.pdf_51118576.pdf ▼Curriculum for specialty training in Paediatric and Perinatal **Pathology** Each trainee should have an identified **educational supervisor** at every stage of their ...**[PDF]** [Curriculum for Chemical **pathology** 2010 - General Medical Council](#)www.gmc-uk.org/Chemical_Pathology_Curriculum_AR.pdf_33506735.pdf ▼9 Jun 2010 ... Curriculum for specialty training in chemical **pathology** with an **educational supervisor** and the local Specialty Training Committee (STC).

Handbook for Educational Supervisors

Department of Cellular Pathology The Newcastle upon Tyne Hospitals NHS Foundation Trust



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Acknowledgements

This guide was prepared by Dr Judith N Bulmer with assistance from Dr Geetha Menon and Professor Philip Sloan. Its purpose is to assist Educational Supervisors within the Department of Cellular Pathology. Much of the content is modified from a document 'Handbook for Educational Supervisors of Junior Medical Staff' produced by Mrs Alyson Williamson, Dr John Davison and Dr Mike McKean in Newcastle upon Tyne Hospitals NHS Foundation Trust.

Other sources of information were the Northern Deanery and Royal College of Pathologists.

August 2011

Department of Cellular Pathology
The Newcastle upon Tyne Hospitals
NHS Foundation Trust



Handbook for Educational Supervisors of Trainee Pathologists, Royal Victoria Infirmary, Newcastle

Meeting with your trainee

Timings and objectives of meetings

The following framework is an outline suggestion for meeting with your trainee; it is based on our current 6 month and 12 month attachment pattern. The framework of the 'mid meeting' can guide other meetings.

Initial informal meeting:

- When – first few days of the rotation.
- An informal meeting to introduce yourself to the trainee and start to build a relationship.
- Arrange an appointment for the first formal meeting to be held as soon as possible, preferably within 2 weeks of the rotation starting.

It is important to have frequent informal meetings and regularly liaise with your trainee's clinical supervisors to have an overall picture of progress.

- **All formal meetings must be documented in writing.**
- **Any concerns that are raised by clinical supervisors must be documented.**
- **Any concerns that arise during informal meetings should be documented.**

Initial formal meeting:

- When - within the first 2 weeks if possible; otherwise ensure appointment made within first 2 weeks.
- Assessment of trainee's learning needs.
- Personal development plan (PDP) outline of what the trainee would like to achieve within the year.
- Short-term goals/aims for the next 3 months - this can be reviewed in the next meeting.
- Arrange an appointment for the next meeting to be held in three months time.

Mid point meeting(s):

- Mid point meetings at least every 3 months.
- Review progress over the last 3 months.
 - What has the trainee achieved?
 - How has the trainee achieved it?
 - Have there been any issues or barriers to achieving any of the trainee's aims?
- Provide feedback on progress.
- Is the e-portfolio up to date?
- Make time for pastoral discussion.
- Arrange an appointment for the next meeting in 3 months.

Final meeting:

- Final review – shortly **before** the ARCP and portfolio submission; **do not leave it too late.**
- Has the trainee achieved everything he/she set out to in his/her PDP? If not, what needs carrying forward to the next post?
- What has the trainee gained from the last 6/12 months – reflection on their experience within the department?
- Looking ahead.



My Details

Name:

Deanery: North Western (If this is wrong, please [contact](#) the College. [COPMeD deanery list.](#))

Overall specialty programme: Histopathology

Alerts

[LEPT Guidance notes for trainees](#) sent 3 years ago

Guidance notes for trainees on how to use the Learning Environment for Pathology Trainees (LEPT) system are available on the College website at: <http://www.rcpath.org/index.asp?PageID=1061>. The ...

Shared Activities

There are no new Unsubscribed shared activities

Documents

Multi-source feedback for specialty trainees

Tasks

MSF: Multi-source feedback (08/06/2012): [Associate](#)

Shared Resources

There are currently no shared Resources.

Diary

JANUARY 2015

| M | T | W | T | F | S | S |
|----|----|----|----|----|----|----|
| 29 | 30 | 31 | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |

Dates in **bold** have one or more entries assigned to them.

Subscribed Shared Activities

There are no upcoming shared activities

Curriculum for specialty training in histopathology

June 2010

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What's it all about?

- RIP
- BID
- DOA
- CNS - NAD
- FLK
- GOK
- WTF
- FID

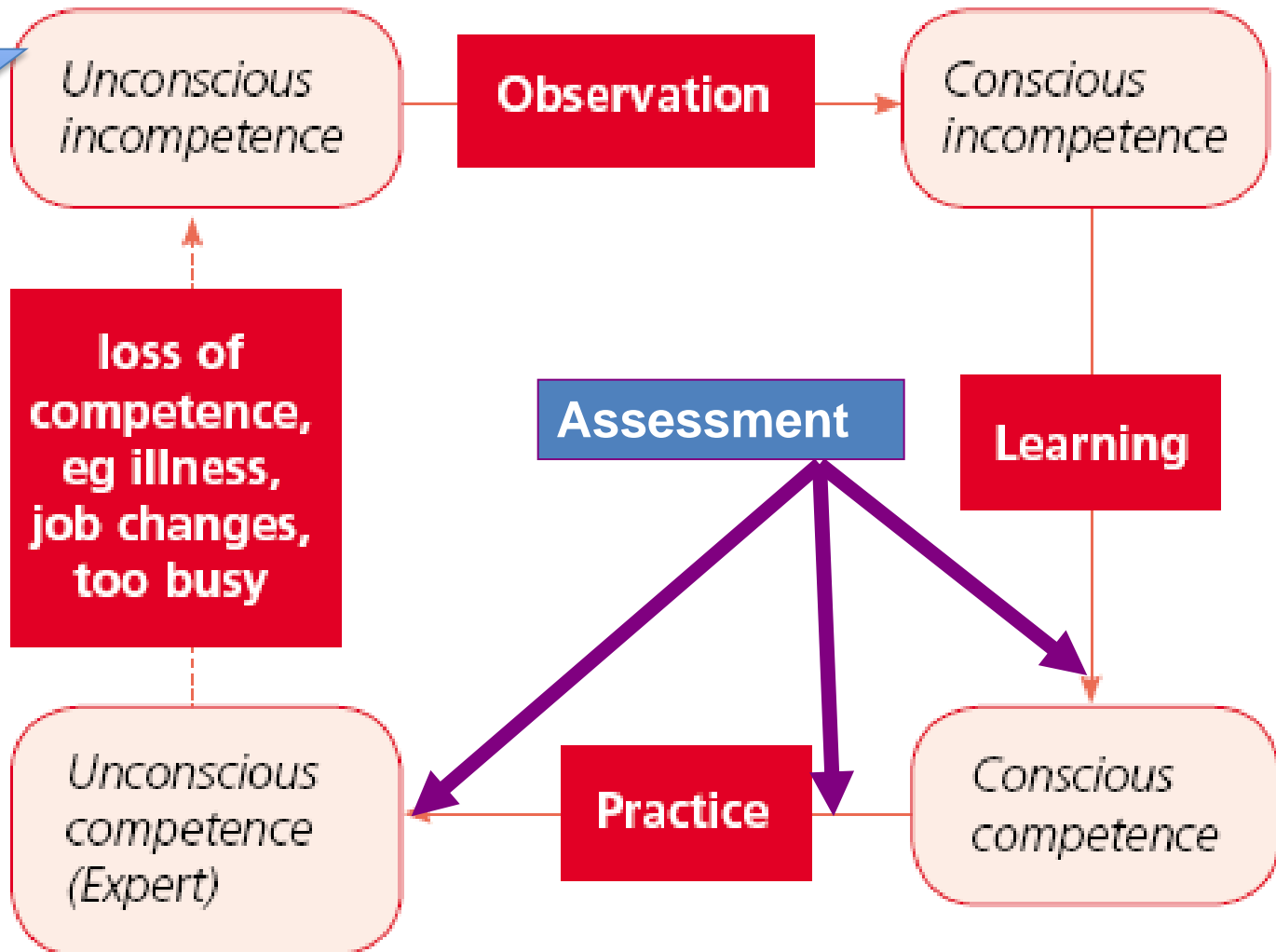
Assessment tools

Workplace-based assessment tools include:

- Case-based discussion (CbD)
- Directly observed practical skills (DOPS)
- Mini clinical evaluation exercise (Mini-CEX)
- Evaluation of clinical events (ECE)
- Multi-source feedback (MSF)

<http://www.rcpath.org/assessment/workplace-based-assessment>

Development of expertise (competence cycle)



Reflections

There are lots of possibilities

You are only limited by your imagination

Possible scenarios for reflection by trainees could be:

- Getting a diagnosis wrong
- Suboptimal performance in a biopsy case or autopsy
- An unsatisfactory workplace based assessment
- Challenging difficult interpersonal relationships
- Attending an inquest for the first time

Successful Learning Environments

| Inspirational Leadership | Effective Management | Positive Partnership |
|--|--|---|
| Open, trusting, OK to ask & reflect | Appropriate rota <ul style="list-style-type: none"> • Time for discussion | Between healthcare providers & tertiary institutions |
| Task focused to Behaviour focused | Induction | Clear definition of roles & expectations |
| Role-model <ul style="list-style-type: none"> • Professional Knowledge • Evidence of proficiency • Consistent behaviour | Released for training | Multi-professional team know what is needed & their role to engage with novices |
| Assist staff to integrate | Feedback, discussion & support (supervisor) | |

HENDERSON A., BRIGGS J., SCHOONBEEK S., & PATERSON K. (2011) A framework to develop a clinical learning culture in health facilities: ideas from the literature. *International Nursing Review* 58, 196–202

**Director of Education and Quality
Prof Ged Byrne**



Dean - Prof Jacky Hayden CBE



**Health Education North West
www.nw.hee.nhs.uk**

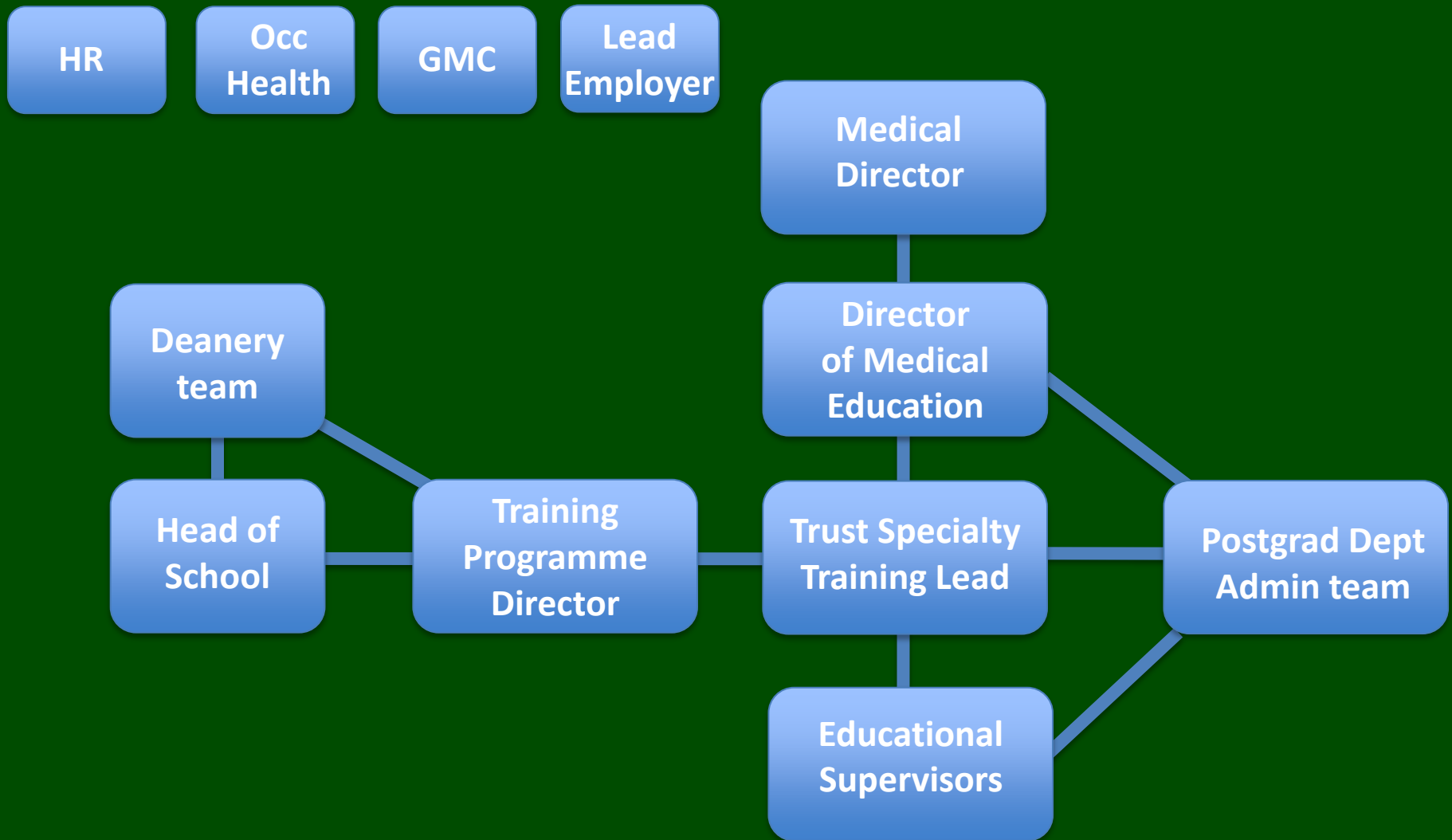


North Western Deanery



Mersey Deanery

HENW Educational structure [and local support]



You need to demonstrate ongoing development and standards as a trainer

7 Domains

Recognising and approving trainers: the implementation plan

August 2012

General Medical Council
Recognising and approving trainers
Ensuring good health & practice

1. Ensuring safe and effective patient care through training

- Balancing the needs of service delivery with education
- Allowing trainees, when suitably competent, to take responsibility for care, appropriate to the needs of the patient
- Developing appropriate induction

2. Establishing and maintaining an environment for learning

- Creating a learning environment
- Identifying and planning learning opportunities
- Dealing with diversity and providing equality of opportunity (update required three-yearly)

3. Teaching and facilitating learning

- Assessing learning needs
- Using a variety of methods to deliver the curriculum
- Skills teaching
- Developmental conversational skills, e.g. supervision, mentoring, coaching

4. Enhancing learning through assessment

- Principles of workplace-based assessment
- Use of commonly used tools, e.g. mini-CEX, MSF
- Giving effective feedback

5. Supporting and monitoring educational progress

- Setting and reviewing learning objectives
- Purpose and processes of portfolios
- Annual review of competence progression
- Identification, diagnosis and management of the trainee in difficulty

6. Guiding personal and professional development

- Personal development planning
- Career guidance and advice

7. Continuing professional development as an educator

- Specific specialty and/or Foundation training requirements

GMC domains - Supervision

| | ES | CS |
|--|----|----|
| 1) Ensuring safe and effective patient care through training | ✓ | ✓ |
| 2) Establishing and maintaining an environment for learning | ✓ | ✓ |
| 3) Teaching and facilitating learning | ✓ | ✓ |
| 4) Enhancing learning through assessment | ✓ | ✓ |
| 5) Supporting and monitoring educational progress | ✓ | |
| 6) Guiding personal and professional development | ✓ | |
| 7) Continuing professional development as an educator | ✓ | ✓ |

Educational supervisor

- Trainers on the Trust database as of 31.7.13 and meeting the GMC standards will be *provisionally* recognised at the July 2014 deadline.
- To become *fully* recognised by 2016 and to retain recognition thereafter trainers will need an annual appraisal which includes:
 - *1 piece of evidence of educational CPD (domain 7), with 3 different types of evidence in any 5 year period*
- This is part of your five yearly revalidation process

Annual GMC Survey - trainees

- Overall satisfaction
- Educational supervision
- Clinical Supervision
- Induction
- Handover
- Workload
- Feedback
- Experience gained
- Local teaching
- Regional teaching
- Access to educational resources
- Study Leave

Specialty specific reviews



| Programme Group | Trust / Board | Indicator | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | |
|-----------------|--|---------------------------------|------|------|------|-------|-------|-------|-------|
| [Redacted] | University Hospital of South Manchester NHS Foundation Trust | Overall Satisfaction | | | | 82 | 79.33 | 93.6 | |
| | | Clinical Supervision | | | | 95.83 | 90.83 | 92.2 | |
| | | Handover | | | | 29.17 | 22.92 | 32.5 | |
| | | Induction | | | | 90.83 | 70.83 | 91 | |
| | | Adequate Experience | | | | 83.33 | 81.67 | 92 | |
| | | Work Load | | | | 38.54 | 42.71 | 32.5 | |
| | | Educational Supervision | | | | 87.5 | 83.33 | 75 | |
| | | Access to Educational Resources | | | | 55.36 | 51.26 | 68.21 | |
| | | Feedback | | | | | 81.25 | 58.33 | |
| | | Local Teaching | | | | | 43.83 | 44.17 | 74 |
| | | Regional Teaching | | | | | 65.13 | 59.04 | 76.2 |
| | | Study Leave | | | | | 70.56 | 39.17 | 46.67 |

- The three-year trend analysis of the GMC survey suggests that trainees are overall satisfied with their training experience in [Redacted] and have overall scored significantly above the national score in the benchmark group this year compared to last two years' average score.
- In the last three years, some of the indicator of training experience including, clinical and educational supervision, induction, workload, and regional teaching have received an average score.
- For the last three years, handover indicator has received red flags suggesting, that this indicator have scored significantly below the national benchmark group because trainees are dissatisfied with the handover procedures.
- However, other areas including, adequate experience, access to educational resources and local teaching have improved.

The way I see it ...

Educational supervision

Authors: Philip Dainty

Publication date: 14 Apr 2010



- Essential to the quality of high quality health care
- Provision of educational supervision varies:
 - Programmes, Trusts, Departments and Individuals
- Little evidence about how to ensure optimal supervision
- ***Most trainees are unlikely to have major concerns about who supervises their education and training so long as they receive encouragement, time and relevant advice***



- **Set out and write down an agreed plan of action**
- **Goal setting – realistic aims and objectives**
- **Frequent meetings and liaison - planned and spontaneous - *little and often***
- **Supervisor ENTHUSIASM and COLLABORATION**
- **Only those with an interest in AND TIME FOR education should be educational supervisors**
- **Flipside - strain on a small number of trainees**
- **Collaboration - quality improvement projects and research**
- **Feedback – timely and constructive/Two way process**

SUPERVISION

- Supervision is a part of lifelong learning and does not stop at the end of training
- Good supervision contributes to job satisfaction, reflective practice and stress reduction, and importantly
- Good supervision improves patient care