

The Educational Supervisor's year – Brief notes on how to be prepared

The Educational Supervisor's year can be said to start in August with the rotation of Specialty Registrars, although there are things to plan before then, of course.

1. Planning ahead

Before one or more Specialty Registrars, Foundation Doctors or other people in training start in the team:

Prepare a welcome and make sure facilities are in place:

- Desk, phone, IT equipment and secretarial support
- Introduction to the team and organisation
- A short briefing on the team, and what workplace behaviours you expect: for example, turning up on time in the morning, any dress code (you may laugh, but it's much harder to sort this out later on!)
- There is something very welcoming about being expected!

Have a plan:

- How much time will you offer?
- Who will meet the dedicated educational time requirements of the person in training? If they are final year, consider the DPH being their trainer
- What will you do with them for the *first week*?
- Who in the organisation do you want them to meet? It's fine to give them a list and admin support and get them to organise their induction...but, for the first fortnight, it would be best to have sorted some appointments in advance

Make contact:

- You may have asked them for a brief CV/ paragraph, and already have got an idea of why they are coming to you. Have they any examinations or other commitments outstanding?

2. Once they arrive

August

Induction - Discuss Learning Agreements and how particular Learning Outcomes will be achieved. Get handover from previous placement (if appropriate). Agree how you will work together. Check portfolio is up to date; review how Learning Outcomes sign off is progressing. What phase of training are they at? What was the advice and outcome of their last ARCP? Be clear that you will give feedback, both positive and negative.

September

Finalise Learning agreement for 6 or 12 months. Be specific, and measurable, and stretching. Agree timescales. Find occasions to assess performance: a report, communications, presentations, contribution to meetings, and feedback from others. Confirm tasks, projects and responsibilities that are of value to the team/

organisation, as well as meeting learning leads. Get at least one Activity Summary Sheet completed. Agree tutorial topics, and identify people to do them.

October

Coach and manage the person in training, give levels of responsibility appropriate to their grade, experience and track record. If they have responsibilities elsewhere (for example, the MPH), make sure you have evidence that they are doing okay. If not already in place, give them specific responsibilities in the team, and use them to answer questions and complaints from the public or other health professionals. Confirm that they know their employer's policies for Health and Well Being, Attendance, Study Leave, Annual Leave etc. Are you developing them as team players and leaders as well as technical experts?

November to March

Continue to guide and coach. Involve them in the team's forward planning sessions and any away days. Look for a balance between work for the team and work outside the team. Encourage them to develop their professional networks, to write things up for presentations/ posters/ papers. Are they actively engaging with their academic supervisor? How are they preparing for examinations? If they are in Phase 3 of training, are they taking/ being given appropriate responsibility at a near-consultant level? Are they keeping up to date with their portfolio: appropriate evidence, reflection from them and you; 2 or 3 quality pieces of evidence for each Learning Outcome? Any changes necessary to the way you train?

April to May

Are they ready for their ARCP? Have they considered their next placement? If they are moving on, how much are they going to deliver before the end of July? What gaps have you identified? What areas of high performance have you observed that they could develop as outstanding?

3. Preparing for ARCP

a) Activity summary sheets

These are for the trainee to reflect on what they learned from what went well and what could be improved, how it will influence their approach in future. It is not for describing the activity.

One activity should not be linked to too many learning outcomes. Conversely a learning outcome should **only** have 2 to 3 robust pieces of evidence, rather than a lot of weaker demonstrations of work.

Comments by the Educational Supervisors should relate to how the trainee handled each activity and any implications from this.

b) Signing off competencies

The ARCP review is only designed to sample some of the signed-off competencies. There isn't the time and it is not the role of the panel to go through them all in detail. As a consequence, the responsibility lies almost entirely with the trainer to sign off that the trainee has achieved the appropriate level. This is particularly relevant for trainees nearing the end of their training; you are signing them off as 'ready for a consultant post'.

c) Educational supervisor's report

The educational supervisor's report must be congruent with the progress the trainee is making and with comments on activity summary sheets.

Trainees who are *not making expected progress* need to have particularly good training records. The educational supervisor's report is the formal record for assessment. Any action taken which may result in them being referred to the Doctors in Difficulty panel or being asked to leave the scheme will depend on the evidence in these reports.

d) Multisource feedback

Several competencies are only demonstrated by the multi-source feedback (360⁰ survey). At present there is no tool recommended or routinely funded. Given the importance of these competencies, a recommendation has been made to the PH school that a recognised tool should be used by senior trainees and properly administered, rather than some of the DIY approaches currently in use.

4. The end of the training year - June and July

ARCP: How prepared are they? How did it go? Besides your reports for the ARCP, as their line manager, you should complete with them a post-ARCP work-place appraisal, using the FPH forms, geared to their professionalism and probity. Form 4 will be submitted to the next ARCP.

If they are leaving or moving to a new location, how will you mark their leaving? What advice and feedback can they give you and your location? Advise them to use the opportunity to do an exit interview with the training programme director.

If they are not leaving, prepare a new learning agreement and discuss how the next year will be used to best effect.

If they are going on a short attachment, such as to the HPU, ensure the hand over to their new trainer is coordinated and be clear of the expectation on all sides. Are they coming back to you? If so when and have a plan for them to pick up pieces of work to make progress on outstanding learning outcomes.

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