

**PHE Briefing** (??number to be inserted by ORO): **Supporting Information for Educational and Clinical Supervisor roles**

This briefing explains the requirement for Supporting Information for Educational and Clinical Supervisors as part of the Professional Appraisal process. It offers guidance and a template to assist collection of supporting information.

**The educational domains for Educational and Clinical Supervisors**

In future there will be a more rigorous approach to the recruitment, training and maintenance of skills and competencies for Educational and Clinical Supervisors. This is being overseen by Health Education England and currently each region is developing frameworks to assist this new approach. There are 7 educational domains in total for Educational Supervisors and 5 for Clinical Supervisors for which supporting information is required either annually or over a 5 year revalidation cycle.

**How to collect the supporting Information**

Below is a template developed by PHE to assist with the collection of supporting information. It indicates the educational domains which apply to either Educational or Clinical Supervisors. It offers examples of supporting information that could be offered against each educational domain. In each educational domain there is a subtitle : Personal examples (see list below). You are able to embed your own supporting information under this heading in the template. This approach will allow you to collect all the appropriate supporting information in one place making it easier for you to load and for your appraiser to review. It is possible that much of the information may have already been collected by yourself to demonstrate evidence against other GMC domains for professional appraisal purposes.

Please note that in future it is likely that similar information will be required by Health Education England to support their governance processes for educational supervision.

**Guidance for Appraisees on Completion of Section 27 of PReP Input Form**

**Supporting Information for Educational and Clinical Supervisor roles**

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| **Domain 1:** **Ensuring Safe and Effective Patient Care through Training** | **Domain 2:****Establishing and Maintaining an Environment for Learning** |
| * **Possible Examples of Evidence**
* Any training offered/delivered by appraisee which focuses on safe and effective care e.g.
* Review of OOH duties/log book with StR.
* Use of incidents/complaints/quality improvement/audit for training of StR/FY2.
* Attendance at Induction training
* Evidence of participation in PH audit
* Safeguarding evidence
* How complaints/adverse events dealt with
* **Personal examples and reflective notes for this domain (see list/attachments below)**
 | * **Possible Examples of Evidence**
* Any structures/processes put in place by appraisee to establish/maintain an environment for learning (e.g. 1-1 meetings, journal club, contribution to training, annual reports).
* Induction programmes
* Good examples of structured projects allocated to StRs
* Audits of facilities
* Evidence of organisation’s policies, procedures & culture which support training
* Dept CPD programme attendance/contribution.
* Regular training sessions with StR/FY2.
* Regular attendance at Training the Trainer events.
* Participation in MSF
* QA inspections / visits reports
* **Personal examples and reflective notes for this domain (see list/attachments below)**
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| **Domain 3:****Teaching and Facilitating Learning** | **Domain 4:****Enhancing Learning through Assessment** |
| * **Possible Examples of Evidence**
* Any teaching and facilitation of learning by appraise.
* Undergraduate, StR, FY2 groups or 1-1 sessions.
* Setting/reviewing tasks/projects for StR/FY2 including reflection by appraisee and trainee.
* Notes of teaching sessions
* Feedback from students, Foundation doctors, trainees or peer observation of teaching sessions
* QA inspections / visits reports
* Evaluation of training ( eg GMC annual survey reports, host Deanery survey reports, End of placements evaluations )
* Participating in MSF
* **Personal examples and reflective notes for this domain (see list/attachments below)**
 | * **Possible Examples of Evidence**
* Participation in assessment of StR/FY2/undergraduates (including regular review meetings for learning objectives).
* Completion of any ARCP paperwork or similar for FY2.
* Competency assessments of StRs or reports to an ES contributing to sign off
* Participation on ARCP panels.
* Participation in part A/B FPH exams and any other relevant exams eg MPHs, mock exams, vivas etc.
* Attendance at appropriate training
* **Personal examples and reflective notes for this domain (see list/attachments below)**
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| **Domain 5:****Supporting and Monitoring Educational Progress - only if Educational Supervisor (ES)** | **Domain 6:****Guiding Personal and Professional Development (only if ES)** |
| * **Possible Examples of Evidence**
* See list in Domain 4 section for ES role
* Participation in ARCP reports, process, appeals, chairing ARCP panel, reviewing other trainee e-portfolios for ARCP panel
* Supporting part A/B preparation sessions
* Log of weekly/other meetings with StR & formative appraisal
* Learning agreements evidence
* Attendance at appropriate training
* Participation in StR recruitment process
* **Personal examples and reflective notes for this domain (see list/attachments below)**
 | * **Possible Examples of Evidence**
* See list in Domain 5.
* Developing/co-ordinating training the trainer sessions
* Participating in new Public Health StR induction programmes
* Evidence of attendance at careers fairs to promote the specialty
* Involvement in any mentoring/coaching/advice to those working in Public Health or considering Public Health as a career.
* Attendance at appropriate training
* Evidence that weekly meetings with StR have occurred including tripartite meetings of StR,ES & AS ( and any other CS ).
* Participation in MSF
* Feedback from StRs
* **Personal examples and reflective notes for this domain (see list/attachments below)**
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| **Domain 7:****CPD as an Educator** |  |
| * **Possible Examples of Evidence**
* Attendance at Training the Trainer or any other CPD that enhances training competencies/skills (should already be routinely captured in annual CPD log and reflective notes). Attendance Certificates.
* Previous PDP (which should include training) with updates on

progress. Evidence of undertaking postgraduate certificates, diplomas or degrees in medical/ clinical education. Membership or fellowship of the Academy of Medical Educators or the Higher Education Academy. Publications in academic journals/ textbooks or evidence of other scholarship.* Participation in MSF
* Teaching sessions feedback/evaluation forms
* Attendance at appropriate training , events, on-line courses including equality & diversity CPD
* Involvement in writing up research
* **Personal examples and reflective notes for this domain (see list/attachments below)**
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| **Please Note Key Points below:** |  |
| Training Programme Director (TPD) oversees a large number of specialty registrars in a specialty including oversight of their training and StR allocation to trainers.Educational Supervisors (ES) oversee training for normally 1-3 specialty registrars over a long-term period. They should be required to provide higher level evidence for the 7 associated competency domains. Only ESs can sign off completed competencies.Clinical Supervisors (CS) supervise a specialty registrar for specific project or purpose. They should have to complete 5 competency areas with lower levels of evidence. CS together with the StR report evidence of competency attainment to the ES with regard to sign off.Academic Supervisors ( AS ) completing this template will need to consider whether they are acting as an Educational Supervisor or Clinical Supervisor for any attached StRs. StRs who are service based ( and so have a service based ES ) will normally have an AS who acts as a specialised form of CS for a specific purpose ( *academia* ). Trainees who are formally placed for training at a University will have an ES who is an Academic in the department. This ES may also act as the AS but alternatively another trainer could be their AS.Please note that a) this volume of evidence is to be collated over the five yearly revalidation cycle and b) that it is likely that it will be needed to be shown to HEE to support their governance processes with respect to the GMC for educational supervision.Please note that in the boxes above where it states ``personal examples (see list/attachments below)``, this is an area for you to embed your own examples of supporting information/evidence for domains 1-7. This will allow all of the relevant supporting information to be kept in one template which will be easier for both you as the appraisee and the appraiser during the professional appraisal process. . |