**Health Education East of England - Approval for Clinical & Educational Supervisor courses 2014**

**Introduction**

**Training providers must ensure that their courses for trainer development are approved by Health Education East of England using this approval process. All teaching materials, course records, assessments and evaluations must be available at any time for review by Health Education East of England if required. All sections must be completed. In addition to a curriculum that meets the development framework, all providers must ensure supervisors are aware of the relevant specialty curriculum including required trainee assessments. All courses undertaken by supervisors should include a recognized evaluation process.**

This framework is based on the Academy of Medical Educator’s Framework for the development of medical supervisors. This has been mapped to GMC Generic Standards for training, the Higher Education Academy UK professional standards framework for teaching and supporting learning, the Academy of Medical Educators Professional Standards and the GMC generic standards for appraisal and assessment. The East of England framework includes mapping to NMC Standards to support Learning and Assessment in Practice guidance for Mentors (who are equivalent to Educational Supervisors in medical programmes) so that it is suitable for all educators. The evidence and outcomes sections are suggestions only at this stage and it is likely that these areas of the framework will be modified after piloting and varied by local circumstances.

**Trusts/education providers as well as named individual trainers/supervisors must be able to demonstrate that they have completed an East of England approved course including the following:**

**Clinical supervisors need to demonstrate** that they:

Were selected

Meet requirements of areas 1-4 of the development framework

Participate in annual appraisal & review of their role – fulfilling reflection, evaluation of teaching and educational appraisal - Area 7.

**Educational supervisors need to demonstrate** that they:

Were selected

Meet requirements of all 7 areas of framework

Participate in annual appraisal & review of their role.

Evidence can be either individual, departmental or hospital / unit based. Ideally a selection of all 3 levels of evidence should be presented at the annual review.

Instructions –

1. Please assess your course against the recommended content and suggested evidence areas in the HEEoE educator development framework
2. For content areas currently included in your course, please state how each element is taught
3. For content areas not included, please state proposed changes to incorporate all required area
4. Submit completed form to HEEE.EducatorsFaculty@nhs.net who will confirm course approval

|  |  |  |  |
| --- | --- | --- | --- |
| **Course:** |  | **Position:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Completed by:** |  | **Date:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **AoME standards** | **Content of training** | **Achieved by course** | **Evidence/Changes to course to meet standards** |
| **Ensure safe & effective patient care through training** | 1. Placement/programme induction 2. Mandatory training 3. Encouraging trainees to take responsibility for training 4. Balancing service with education 5. Using education to improve patient care, e.g. in handover and transitions 6. Patient consent |  |  |
| **Establish & maintain an educational environment** | 1. Creating learning environments 2. Evaluating learning and training 3. Protecting/challenging learners 4. The Learning Relationship 5. Multi-professional learning and teaching |  |  |
| **AoME standards** | **Content of training** | **Achieved by course** | **Evidence/Changes to course to meet standards** |
| **Teach & facilitate learning** | 1. Assessing learning needs 2. Reflection 3. Teaching / training skills 4. Small group teaching 5. Feedback 6. Simulation 7. Peer teaching 8. Curriculum development 9. Teaching methodologies & technology |  |  |
| **Assessment** | 1. Principles 2. WPBAs 3. ARCPs or equivalent assessments 4. Calibration |  |  |
| **Guide personal & professional development of trainees** | 1. Goal setting/ learning plans 2. Educational contracts 3. Records and Portfolios 4. Frameworks for appraisal 5. Trainees in / with difficulty 6. Provision of annual trainee reports 7. Strategies for change |  |  |
| **Act as a Mentor and Appraiser** | 1. Career advice 2. Supporting long term learning plans 3. Peer appraisal 4. Mentoring, coaching & advocacy 5. Role modelling 6. Team working and learning |  |  |
| **Develop as a medical educator** | 1. Evaluation of personal teaching/training 2. Personal critical reflection 3. Research / audit in education 4. Leadership 5. Educational governance |  |  |

**Please now complete the following:**

**1 Please describe how your institution/course ensures supervisors are aware of the relevant specialty curriculum followed by their current or future students/trainees:**

**2 Please describe how you evaluate and develop your course; please attach examples of recent course evaluations:**

**FOR HEEoE USE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Form Reviewed by:** |  | **Date:** |  | **Status (delete):** | **Approved Not Approved** |

Version 3 October 2014 © Health Education East of England

**Health Education East of England - Framework for the Professional Development of Clinical Educators**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **CLINICAL SUPERVISORS SHOULD DEMONSTRATE:** | | | | |
| **What?**  **The educator needs to…** | **Why?**  **Framework areas and Standards** | **How?**  **Recommended content of training** | **Demonstrated by? Examples of relevant evidence for selection or re- approval** | **Possible Patient / educational outcomes of implementation** |
| 1. **Ensure safe & effective patient care through training** | Area 1: Focus on patients  Ensuring training environment safe for patients & trainees  **AoME Standards**:  2.1.2, 2.1.5,  **GMC** 1.1,1.2, 1.3,1.4, 1.6, 2.1, 5.1, 5.4, 6.1, 6.10, 6.11, 6.29  **NMC** Establishing effective relationships | Designing induction programmes  Mandatory training  Encouraging trainees to take responsibility for training  Balancing service with education  Using education to improve patient care, e.g. in handover and transitions  Patient consent | EWTR reports  Critical incident reports / analysis; patient complaints  Service improvements (trainee led)  Regulator (e.g. GMC, NMC) or deanery surveys  Portfolio including induction/teaching programme  Trainee feedback  PQAF monitoring | CNST reports  Patient mortality (hospital data)  ITU admissions/ readmissions  at key transition points  Patient complaints/satisfaction  CQUIN – safety thermometer  SUIs and never events |
| 1. **Establish & maintain an educational environment** | Area 2: A good learning environment enhances healthcare education  **AoME Standards**:  2.1.2, 2.1.5, 2.2.2  **GMC** 3.1, 5.1, 5.2, 5.4, 6.6, 6.7, 6.12, 6.17, 6.30, 8.1-8.7  **NMC** Facilitation of learning; Context of practice | Feedback  Creating learning environments  Development of learning communities/sets  Evaluating learning and training  Equality / diversity training  Protecting Learners and time  The Learning Relationship  The societal and legal framework  Multi-professional learning and teaching  NHSI improvement projects (non-medical) | Course registers / certificates  Regulator (e.g.GMC) or Deanery surveys (esp. bullying / undermining scores)  Attendance registers for local education training Minutes local training committees (attendance)  Learner evaluations  Team records/ inventories  Colleague feedback  Mentor Registers (NMC)  NMC visits  AHP reviews | CNST / QIPP  Board & annual hospital reports  MPD visit reports  PQAF Monitoring  CQC reports |
| 1. **Teach & facilitate learning** | Area 3: Improve teaching & training skills  **AoME Standards**:  Domain 1 and 2  **GMC** 1.3, 5.9  **NMC** Facilitation of learning  Context of practice | Assessing learning needs  Reflection  Teaching / training skills  Small group teaching  Feedback  Simulation  Peer teaching / coaching  Curriculum development  Teaching methodologies and technology | Course certificates / registers  Regulator (e.g. GMC) surveys  Evaluation teaching sessions  360 appraisal  Teaching programmes  Development new educational programmes  Student feedback | ARCP or equivalent outcomes  Exam performance  Substantive appointments for learners  PQAF |
| 1. **Assess** | Area 4: Valid & reliable assessment accelerates learning  Identifies trainees in / with difficulty early  **AoME Standards**:  Domain 3  **GMC** 5.9, 5.10, 5.12, 5.15-5.18, 6.8, 6.30  **NMC** Assessment and Accountability | Principles  Feedback  WPBAs  ARCPs or equivalent assessments  Calibration | Course certificates  Regulator (e.g. GMC) surveys  Calibration meetings  Number & quality of WPBAs undertaken  Supervisor reports  Involvement in ARCPs  Feedback from external teaching/assessing  Student passports | Training outcomes -  CCT / CESR  Numbers of CCT holders/course graduates  Number of graduates referred to regulator within first five years (how would this be monitored?)  ?? |
| 1. **IN ADDITION EDUCATIONAL SUPERVISORS SHOULD DEMONSTRATE:** | | | | |
| 1. **Guide personal & professional development of trainees** | Area 5: Supporting and monitoring educational progress of trainees  Prepares trainees for annual ARCP/assessment  **AoME Standards**:  1.1.3,1.1.6, 2.1.4, 2.1.6, 2.2.6, 2.3.10, 2.3.11,5.2.3  **GMC** 1.7, 1.8, 5.15-5.18, 5.20, 6.2, 6.3-6.8, 6.31-6.33  **NMC** Evaluation of Learning | Goal setting/ learning plans  Educational contracts  Records and Portfolios  Framework for appraisal  Trainees in / with difficulty  Provision of annual trainee report  Mentor preparation and Good practice guidance (NMC)  Enhanced communication and reflection  Strategies for change | Course certificates  Regulator (e.g. GMC) survey  Identification trainees in difficulty - case studies  Audits of educational supervisor reports  Record of involvement in recruitment  PQAF monitoring  Programme outcomes  Mentor Registers  Fitness to Practice Feedback | Early identification trainees in / with difficulty  Feedback from HEIs on Fitness for Practice |
| 1. **Act as a Mentor and Appraiser** | Area 6: Good professional behaviour and relationships; team working and high quality patient care  **AoME Standards**:  1.1.4, 1.1.6, 1.2.5, 1.2.7, Domain 2  **GMC** 5.18, 5.20, 6.1-6.28  **NMC** Assessment and accountability, Create an environment for learning | Career advice  Developing learning plans  Trainee and colleague appraisal  Mentoring & advocacy  Role modelling  Team working (e.g. human factors courses) | Courses attended  360 appraisal / annual appraisal  Career advice case studies  GMC / NMC surveys  Feedback from appraisees/mentees | Reduction of trainees in / with difficulty  Involvement in appraisal/mentoring  Substantive appointments for learners |
| 1. **FOR COMPLETION BY ALL SUPERVISORS** | | | | |
| 1. **Develop as a medical educator** | Area 7: Continuing professional development in education  **AoME Standards**:  1.2.7, 2.1.4, 2.1.6, 2.2.9, 4.2.2, 4.2.4, 5.1  **GMC** 6.35, 6.36  **NMC** Evaluation of Learning/ Evidence Based Practice | Evaluation of teaching/training  Critical reflection on practice  Research / audit in education  Leadership  Management and educational governance | Courses attended  Other personal academic development or leadership projects (e.g. PG Cert)  Appraisal documents CPD records  360 appraisal (5 yearly)  Peer review of teaching  Research/writing and other scholarly activity | Leadership by clinical educators |

Version 3 October 2014 © Health Education East of England