**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

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

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

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| --- | --- | --- | --- |
| **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
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| **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
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| **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
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| **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
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**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:**

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

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

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| 1. **CLINICAL SUPERVISORS SHOULD DEMONSTRATE:**
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| **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 patientsEnsuring 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 programmesMandatory trainingEncouraging trainees to take responsibility for trainingBalancing service with educationUsing education to improve patient care, e.g. in handover and transitionsPatient consent | EWTR reportsCritical incident reports / analysis; patient complaintsService improvements (trainee led)Regulator (e.g. GMC, NMC) or deanery surveysPortfolio including induction/teaching programmeTrainee feedbackPQAF monitoring | CNST reportsPatient mortality (hospital data)ITU admissions/ readmissionsat key transition pointsPatient complaints/satisfactionCQUIN – safety thermometerSUIs 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 trainingEquality / diversity trainingProtecting Learners and timeThe Learning RelationshipThe societal and legal frameworkMulti-professional learning and teaching NHSI improvement projects (non-medical) | Course registers / certificatesRegulator (e.g.GMC) or Deanery surveys (esp. bullying / undermining scores)Attendance registers for local education training Minutes local training committees (attendance)Learner evaluationsTeam records/ inventoriesColleague feedbackMentor Registers (NMC)NMC visitsAHP reviews | CNST / QIPPBoard & annual hospital reportsMPD visit reportsPQAF 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 learningContext of practice | Assessing learning needsReflectionTeaching / training skillsSmall group teachingFeedbackSimulationPeer teaching / coachingCurriculum developmentTeaching methodologies and technology | Course certificates / registersRegulator (e.g. GMC) surveysEvaluation teaching sessions 360 appraisalTeaching programmesDevelopment new educational programmes Student feedback  | ARCP or equivalent outcomesExam performanceSubstantive appointments for learnersPQAF  |
| 1. **Assess**
 | Area 4: Valid & reliable assessment accelerates learningIdentifies 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 FeedbackWPBAs ARCPs or equivalent assessmentsCalibration | Course certificatesRegulator (e.g. GMC) surveys Calibration meetingsNumber & quality of WPBAs undertakenSupervisor reportsInvolvement in ARCPsFeedback from external teaching/assessingStudent passports | Training outcomes - CCT / CESRNumbers of CCT holders/course graduatesNumber of graduates referred to regulator within first five years (how would this be monitored?)??  |
| 1. **IN ADDITION EDUCATIONAL SUPERVISORS SHOULD DEMONSTRATE:**
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| 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 plansEducational contractsRecords and PortfoliosFramework for appraisalTrainees in / with difficultyProvision of annual trainee reportMentor preparation and Good practice guidance (NMC)Enhanced communication and reflectionStrategies for change | Course certificatesRegulator (e.g. GMC) surveyIdentification trainees in difficulty - case studiesAudits of educational supervisor reportsRecord of involvement in recruitment PQAF monitoringProgramme outcomesMentor Registers Fitness to Practice Feedback | Early identification trainees in / with difficultyFeedback 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 adviceDeveloping learning plansTrainee and colleague appraisalMentoring & advocacyRole modellingTeam working (e.g. human factors courses) | Courses attended360 appraisal / annual appraisalCareer advice case studiesGMC / NMC surveysFeedback from appraisees/mentees | Reduction of trainees in / with difficultyInvolvement in appraisal/mentoringSubstantive appointments for learners |
| 1. **FOR COMPLETION BY ALL SUPERVISORS**
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| 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/trainingCritical reflection on practiceResearch / audit in educationLeadershipManagement and educational governance | Courses attendedOther personal academic development or leadership projects (e.g. PG Cert)Appraisal documents CPD records360 appraisal (5 yearly)Peer review of teachingResearch/writing and other scholarly activity |  Leadership by clinical educators |

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