EoE PH Clinical Supervisor Framework for Accreditation

This framework has been developed using the 7 GMC Domains and FPH criteria for effective and excellent supervisors (2016). It incorporates key AoME standards and requirements for clinical supervisors as laid out in the EoE job description. At *initial* application, and then *every 3 years*, a reflective note should be written to describe how five of the seven competency areas are achieved and detail ongoing professional development to improve in each area. One or more forms of evidence should be attached for each area.

CORE COMPETENCIES & RESPONSIBILITIES The Clinical Supervisor will:		LEARNING OUTCOMES The Clinical supervisor will be able to:	ACCREDITATION EVIDENCE Possible examples for reflective notes / evidence
1. Ensure safe & effective population and patient care through training - *demonstrate the highest standards of public health practice and incorporate high quality training into your practice*			
Balancing service needs with education	• Balance supervision commitments with your own workload through an effective job plan.	CS1.1 Develop effective supervisory strategies that balance the demands of service work with supervision.	*Job plan.* *Appraisal documentation.* *Workshop notes.*
Appropriate supervision	• Ensure that registrars when suitably competent, take responsibility for specific portfolios of work appropriate to the needs of the organisation.	CS1.2 Identify and suggest areas of work that will stretch and develop individual registrars' skills, while contributing to the goals of the host organisation.	*Workshop notes.* *CBD with colleague.* *Correspondence with registrar or TPD.*
Safe and thorough induction including mandatory training	• Ensure there is an appropriate, safe and thorough induction to the training location. • Ensure that the registrar's mandatory training is completed and recorded as part of their induction.	CS1.3 Critically evaluate the purpose, content and delivery of existing induction programmes for PH registrars and redesign these as required. CS1.4 Complete mandatory training for clinical supervisors and understand the requirements for mandatory training for registrars.	*Induction programme and any evaluation/improvement.* *Feedback from registrars.* *Notes from supervision including discussion of induction at placement.* *List of mandatory training completed.*
Using education to improve care	• Ensure that learners receive the necessary instruction and protection in situations that might expose them to risk. • Manage any risks or safety concerns that arise through the registrars' work.	CS1.5 Describe training programme policy and processes for escalating any issues or concerns in relation to registrar training or safety.	*Reflective note on managing issues.* *Reflection on reading of Supervisor training pack.*
2. Establish & maintain an environment for learning - *identify and use a wide variety of learning opportunities and promote a culture of learning within your unit.*			
Creating learning environments	• Demonstrate positive attitudes and behaviour towards training and to safe public health practice. Encourage participation through provision of equality of opportunity and acknowledgement of diversity. • Maintain good interpersonal relationships with learners and colleagues. • Provide protected time for teaching and learning, and be open, approachable and available.	CS2.1. Create a positive and effective environment in the workplace which encourages diversity and ensures equality of opportunity for registrars. CS2.2. Develop an effective environment and relationship for learning e.g. maintaining the confidence of registrars, being approachable, having protected time for supervision. CS2.3. Negotiate work areas with the registrar that allow development of skills at a high level, appropriate to the individual and the organisation.	*Certificate of Equality & Diversity training within the last 3 years.* *Reflective note on how you encourage a positive environment and protect your supervision time and relationship.* *Feedback from learners; 360 appraisal.* *Examples of ASS or registrar feedback to demonstrate development.*

	• Ensure work allocated is suitable for stage of training and objectives.		
Evaluating learning and training	• Ensures that registrars receive the necessary instruction and protection in situations that might expose them to risk. • Monitors, evaluates and takes steps to address areas for improvement in teaching and learning, involving the registrar in this process.	CS2.4. Participate in the training location quality assurance processes and monitor, evaluate and improve the educational environment.	*Examples of quality assurance paperwork for QA visits.* *Examples of mitigating risk for registrars.*
Multi-professional learning and teaching	• Involves the team and wider contacts in the delivery of teaching and supervision.	CS2.5. Consider the workplace team and multi-disciplinary colleagues when identifying and delivering learning opportunities.	*Examples of project discussions and LA action plans.*
Protecting/challe nging learners	• Ensures that workload requirements on trainees are both legal and that wherever possible, they do not compromise learning.	CS2.6. Understand the legal framework within which Registrars work (AfC banding equivalency, EWTD, OOH, societal and legal framework)	*Demonstration of awareness of legal frameworks.* *Reflection on reading of Supervisor training pack.*
3. **Teach & facilitate learning** - *plan and implement suitable learning and training activities for all your Registrars.*			
Relating the curriculum to current PH practice	• Has up-to-date subject knowledge of the curriculum and learning outcomes, and the role of the ES.	CS3.1. Describe the requirements for clinical supervision of registrars. CS3.2. Be familiar with the FPH curriculum, learning portfolio (including e-portfolio) and East of England PH Programme structure and delivery and understand the links between the FPH curriculum and everyday practice.	*Reflection on reading of Supervisor training pack including curriculum.* *MOA for training locations.*
Assessing learning needs	• Provides the Registrar with practical training experience appropriate for their stage/competence and guidance/support on how to complete the work.	CS3.3. Use a range of tools to identify learning needs in self and in registrars. CS3.4. Hold an effective developmental conversation with a registrar. CS3.5 Negotiate work areas with the registrar that allow development of skills at a high level, appropriate to the individual and the organisation.	*Examples of learning agreements action plans, action plans to address learning agreement, LNAs, 360s, SWOT etc.* *Attendance at workshop or online e-module completion & reflection.*
	• Encourage access to and participation in formal learning opportunities (e.g. the MPhil, external courses, and training programme courses).		*Reflection on reading of Supervisor training pack including study leave policy; MPhil requirements and expectation; list of training programme internal courses.*
Teaching / training skills	• Understand and apply theoretical education frameworks to plan and deliver a learning episode including using technology enhanced learning where appropriate e.g. simulation.	CS3.6. Demonstrate a range of approaches to teaching on a one to one and small group basis and identify opportunities for using simulation and other novel approaches in supervision.	*Attendance at workshop or online e-module completion & reflection.*

Supporting reflection	• Support and encourage the registrar to develop reflective practice and ability for self-directed learning.	CS3.7. Use questioning techniques to promote self-directed learning.	*Feedback from learners; 360 appraisal. Attendance at workshop or online e-module completion & reflection.*
4. Enhancing learning through assessment - *use available assessment tools to assess and progress your Registrar's performance in all aspects of public health practice.*			
Assess registrar competence and progress against expected level of training	• Understand the requirements of the curriculum and expected level of competence for a registrar at a given level. • Regularly review the registrar's performance and give feedback.	CS4.1. Undertake regular trainee observation and feedback in line with Programme requirements.	*Reflection on reading of Supervisor training pack including learning outcome sign off guidance.*
Effective feedback	• Give effective feedback that is clear, focused and aimed at improving specific aspects of learner performance. Use a variety of different feedback techniques.	CS4.2. Give and receive feedback, including in difficult situations.	*Feedback from learners; 360 appraisal. Attendance at workshop or online e-module completion & reflection. Peer observation or CBD with buddy.*
Support for examinations	• Provide advice and feedback to the Registrar in preparation for professional external examinations.	CS4.3. Understand the requirements of, and required preparation for, MFPH exams and support the registrar in working towards these alongside service commitments.	*Reflection on reading of Supervisor training pack including curriculum and FPH exams. Examples of exam support or advice given.*
Formative and summative assessment	• Use workplace-based assessments (formative and summative) appropriately and encourage their use.	CS4.5 Understand the principles of workplace based assessment and use WPBA tools in public health.	*Example of 360 discussion / review. Attendance at workshop or online e-module completion & reflection. Example of WPBA form.*
5. Supporting and monitoring educational progress - *set appropriate goals and review your Registrar's progress in regard to these and the agreed curriculum*			
Supporting learning plans	• Contribute to an appropriate learning agreement with the Registrar that identifies learning needs and sets educational objectives. • Understand the Public health curriculum requirements at each stage of training,	CS5.1. Translate a learning agreement into action plans in the workplace.	*Example of an action plan.*
Monitoring and assessing progress	• Review and monitor progress through regular timetabled meetings and ensures that appropriate records are kept in relation to learner progress. • Use an educational portfolio appropriately and encourages its use by registrars. • Provide a structured clinical supervisor's report that discriminates between the trainee's strengths and areas of concern.	CS5.2. Communicate useful feedback to the registrar and to the registrars' educational supervisor on progress, strengths, weaknesses and any areas of concern.	*Example of supervisor notes/reports/feedback from CS/discussions with TPD. Attendance at feedback workshop or online e-module completion & reflection. Peer observation or CBD with buddy. Feedback from learners; 360 appraisal.*

Identification, diagnosis and management of the trainee in difficulty	Recognise the signs of registrars in difficulty. Respond efficiently and effectively to emerging problems of learner progress and refer to the Educational Supervisor.	CS5.3. Recognise the warning signs of a registrar in difficulty, and identify a registrar in difficulty.	*Attendance at workshop or online e-module completion & reflection.* *Reflection on cases or CBD with buddy.*
Educational governance	Understand the ES role and responsibilities within the educational governance structures of their local education provider, lead provider, HEE teams, relevant professional bodies and Colleges.	CS5.4 Understand the role of the educational supervisor in educational governance and interactions and communication with other core members of the training team e.g. TPD, FD lead, Educational supervisors.	*Reflection on reading of Supervisor training pack.* *Examples of communication with ES.*

6. **Guiding personal and professional development** - *act as a role model and source of guidance in the wider sphere of professionalism in the public health workforce.*			
Mentoring & advocacy	Provide a positive role model through demonstration of exemplary professional behaviours and relationships. Set and maintain appropriate ⌷ boundaries e.g. social/professional, as described in Good Medical Practice/ Good Public Health Practice. Use effective supervisory conversational skills balancing confirmation with challenge.	CS6.1. Set and maintain appropriate professional boundaries within the supervisory relationship.	*Attendance at workshop or online e-module completion & reflection.* *Reflection on cases or CBD with buddy.* *Feedback from learners; 360 appraisal.*
Managing extra-curricular issues and problems	Understand when and where to refer on to other agencies e.g. occupational health, counselling, HEE careers unit.	CS6.2. Understand when to refer registrars to their Educational Supervisor or TPD for help with specific issues (health, counselling, careers units))	*Reflection on reading of Supervisor training pack.* *Reflection on cases or CBD with buddy.*

7. **Develop as a medical educator** - *continuously review and enhance your own performance as a supervisor.*			
Evaluation of personal teaching/training	Evaluate and reflect on own practice as an educator and supervisor.	CS7.1. Devise and implement strategies for seeking feedback on performance as a supervisor.	*Personal reflective log.* *Examples of CPD.* *Feedback from learners; 360 appraisal.*
Personal critical reflection on practice	Take action to improve own practice on the basis of feedback received e.g. appraisal, informal feedback	CS7.2. Use feedback and reflection to improve as a supervisor.	*Feedback from learners; 360 appraisal.* *Reflective note / learning objective agreed below.*
Meet GMC requirements	Maintain professional practice in line with specialty and regulatory requirements.	CS7.3. Participate in CPD in line with GMC / regulatory body requirements.	*Certificate of CPD from FPH.*
Developing further as an educator; accreditation by HEA / AoME	Engage in, and reflect on, programmes of educational development, e.g. training the trainers courses, postgraduate certificates, Masters programmes.	CS7.4. Participate in the EoE PH supervisor development programme and identify opportunities to develop further skills and knowledge as an educator.	*Reflective note / learning objective agreed below.* *Attendance at supervisor development days.* *Attendance at workshop or online e-module completion & reflection.*