

Public Health Training Programme

Clinical Supervisor Training Guide



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Introduction

*Clinical Supervisor (CS) training and accreditation application is required by HEEoE and the School of Public Health to assure the GMC that clinical educators have been selected having demonstrated understanding of the seven standards of the Academy of Medical Educators (AoME) framework. It must be completed by the supervisor to support **initial approval** as a clinical supervisor and again on re-selection, normally **every 5 years**.*

This training guide aims to take you through the basic training resources required to be an accredited and effective Public Health Clinical supervisor, with a few additional resources signposted for those who are interested in exploring a particular topic further or developing their skills. It pulls together the required eLfH modules, HEE videos, FPH & local Training Programme documents into four key themes to consolidate your learning. I have deliberately tried to keep it as streamlined as possible to meet the LO's and HEE requirements, but there are plenty more resources available or topics we could explore as a faculty in webinars so if you have any suggestions or learning needs I can support with, please don't hesitate to get in touch.

I really hope you find the training stimulating, interesting and useful! Please do let me know your feedback or share any suggestions for how we can improve it. If you require any further help or support, please do contact me and I will be happy to help. (Also, I will be checking the weblinks work regularly, but please let me know if any expire or you have any problems).

Many thanks for taking the time to complete this training and for your continued support and commitment to the EoE PH Training programme, we really value your contribution.



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How to use this resource

Overview

Pages 2 & 3 provide an overview in table format of the 4 themes and 20 learning outcomes for Clinical Supervisors, and the resources provided for each topic.

You can work through this workbook in this order (A1, A2 D4, D5) or dip in and out of the topics, as you choose. In the overview table, each topic name is an internal link which will take you to that section of this document.

You will need to submit a reflective note as part of your accreditation application form, which demonstrates your learning and competence for each of these four themes.

Course structure in each theme

Each sub-theme is structured to guide your learning:

A.2 letter refers to one of the four learning themes and number refers to the CS learning objective (20 in total, 5 per theme)

- Key information

➤ **DO THIS** - Mandatory activity to complete e.g. e-module to complete, video to watch, document to read

❖ Questions to stimulate learning and reflection

📖 References & additional information

At the end of each theme is information on completing the section of the accreditation form, detailing what evidence you will need and reminding you of the 5 LOs where your reflective note should demonstrate competence and learning.

Additional resources you will need to access

eLfH modules to complete

You will need to complete some e-Learning for Health modules as part of this course.

Logging into the platform will enable you to access the Educator Hub and e-modules required by HEE and the programme:

<https://portal.e-lfh.org.uk/>.

- ☐ 'Supervision'
- ☐ 'Equality & Diversity' (OR own organisational equivalent)
- ☐ 'Supporting learners'
- ☐ 'Assessing Educational Needs'
- ☐ 'Reflection and reflective practice'
- ☐ 'Effective Feedback'

Regional HEE videos

There are some elements of the course delivered via videos produced regionally.

You will be able to access HEE videos (via Panopto) using the links in the sections below. Please remember to submit a form once you have reviewed the HEE content videos to request a certificate from HEE:

<https://healtheducationyh.onlinesurveys.ac.uk/clinical-hee-hub-content-2020>.

- ☐ Educational and Clinical Supervision – introduction to the HEE tiered approach:
- ☐ Educational & Clinical Supervisors reports Part 1 – ES reports
- ☐ Professional Support and Wellbeing service
- ☐ Trainees in difficulty
- ☐ Educational & Clinical Supervisors reports Part 2 – Assessments and EPAs

Higher education course

HEE EoE have commissioned accredited CS courses from Higher Institutes of Education (HIE) to cover core competencies in theories of learning, teaching skills, and skills for reflection and feedback. As we have been unable to secure the bespoke PH course we had hoped, and there is a significant waiting list for the general courses which start in September, we will be offering our own in-house professional development series of three webinars. We would encourage you to attend this if at all possible, but if not, you can choose to sign up via the HEE Faculty Development website for one of the other HIE courses, alongside clinical colleagues: <https://healtheducationyh.onlinesurveys.ac.uk/university-hei-days-waiting-list>.

PH Professional Development webinars to attend

Please email phschool.eoe@hee.nhs.uk to register for a place.

- ☐ 1. Establishing a supervisory relationship - Monday 14th June 12.30-1.30pm
- ☐ 2: Effective supervision for work-placed based learning - Tuesday 29th June 7-8pm
- ☐ 3: Assessment & feedback - Monday 12th July 12.30-1.30pm

PHTP information or documents to review

All available on the FPH website (<https://www.fph.org.uk/training-careers/specialty-training/>) or in the relevant sections of the EoE School of Public health and Training programme website (https://heeoee.hee.nhs.uk/public_health).

- ☐ EoE PH TP policy: Supervisor accreditation & training pathway policy 2020
- ☐ FPH Public Health curriculum (2015)
- ☐ FPH Training supervisor/e-portfolio guidance
- ☐ EoE Public Health School website content
- ☐ EoE Public Health Training programme website content
- ☐ EoE PH TP: 'Specialty training management'
- ☐ EoE PH TP: 'Roles & responsibilities of PH supervisors'
- ☐ EoE PH TP: 'Induction checklist'
- ☐ EoE PH TP: 'HR Guide for supervisors and registrars'
- ☐ EoE HEE 'Trainees in Difficulty policy' & summary handout
- ☐ FPH – learning agreement
- ☐ FPH – activity summary sheet
- ☐ EoE PH TP: 'Regional training prospectus'
- ☐ FPH exams guide
- ☐ EoE PH TP: 'case-based discussion guide and template'
- ☐ FPH DOPs form

Accreditation

The last section of this resource provides the accreditation form you need to complete. The evidence you need to attach is noted throughout this course but there is also a checklist in the [accreditation application form](#) as a reminder.

Course Structure Overview (learning objectives & key topics for Clinical Supervisor training and accreditation)

Theme	Key topics in online training materials (click link to jump in this document to training topic)	Key learning objectives As a Clinical Supervisor, you should be able to:	Core resources
A. Professional development as an educator	A.1 GMC & FPH requirements & EoE PHTP Supervisor policy: and CPD opportunities.	A.1. Participate in the EoE PH supervisor development programme; participate in CPD in line with GMC / FPH / UKPHR requirements; and identify opportunities to develop further skills and knowledge as an educator.	EoE Public Health Training programme (EoE PH TP) policy - Supervisor accreditation & training pathway policy HEE video - Educational and Clinical Supervision – introduction to the HEE tiered approach
	A.2. Guide to the FPH curriculum & the e-portfolio	A.2. Demonstrate up-to-date knowledge, and support delivery of, the FPH curriculum; use the learning portfolio (including e-portfolio) and understand the East of England PH Programme structure and delivery.	FPH Public Health curriculum FPH Training supervisor/e-portfolio guidance
	A.3 EoE PHTP overview & structure	A.3. Understand the role of the clinical supervisor in educational governance and interactions and communication with other core members of the training team e.g. TPD, FD lead, Educational supervisors.	EoE PH TP – School management overview EoE PH TP - Programme overview
	A.4. Clinical Supervision – what it entails	A.4. Understand the responsibilities for clinical supervision of registrars.	EoE PH TP – Specialty Training management structure EoE PH TP - Roles & responsibilities of PH supervisors
	A.5 Trainee feedback & evaluating your skills	A.5. Devise and implement strategies to seek feedback and use reflection to improve as a supervisor.	HIE CS course
B. Creating and maintaining a positive and safe environment for learning	B.1. Effective supervisory relationships	B.1. Develop an effective relationship for learning e.g. maintaining the confidence of registrars, being approachable, having protected time for supervision.	eLfH module – Supervision HEE video - Educational Supervisors (*but describes role of CSs)
	B.2. Equality & diversity	B.2. Create a positive and effective environment in the workplace which encourages diversity and ensures equality of opportunity for registrars.	EoE PH TP - Programme policies eLfH module - Diversity, Equal Opportunities and Human Rights
	B.3. Effective induction	B.3. Describe the important features of induction to the workplace and critically evaluate and improve existing induction programmes.	EoE PH TP - Induction checklist
	B.4. EoE PHTP, HEE & Lead Employer Policies and procedures & the Professional Support and Wellbeing Unit	B.4. Apply HEE and training programme policies; and be aware of processes for escalating any issues or concerns in relation to registrar training, progress, conduct or safety (including recommending a Professional SW referral where needed).	EoE PH TP - Trainer guide to HR policies HEE Video - Introduction to PSW
	B.5. Supporting trainees in difficulty	B.5. Be able to identify warning signs of a registrar in difficulty, and how to record and escalate any concerns.	eLfH module - Supporting Learners HEE Video - Trainees in Difficulty HEE Policy: 'Trainee in Difficulty' and summary of roles handout Additional resources

C. Teaching and facilitating learning	C.1. Models of teaching and learning	C.1. 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.	PH Professional Development (PD) webinar HIE CS course
	C.2. Assessing learning needs & developing a learning agreement	C.2. Use a range of tools to identify learning needs in self and in registrars; and translate a learning agreement into action plans in the workplace.	eLfH module - Assessing educational needs FPH Learning agreement template Tools – e.g. SWOT
	C.3. Principles of workplace-based learning	C.3. Identify and suggest areas of (multi-disciplinary) work that will develop (and stretch) individual registrars' skills, while contributing to the goals of the host organisation.	PH PD webinar
	C.4. Developmental conversations	C.4. Hold an effective developmental conversation with a registrar, including the use of questioning techniques to promote self-directed learning.	PH PD webinar
	C.5. Using and encouraging reflective practice	C.5. Encourage and support a registrar to engage in meaningful reflective practice	eLfH – Reflection & reflective practice PH PD webinar / HEI CS course
D. Assessment & supporting registrar progress	D.1. Supporting exam preparation and performance	D.1. Understand the requirements of, and required preparation for, MFPH exams and support the registrar in working towards these alongside service commitments.	FPH Exams guide EoE PH TP – Regional training programme guide
	D.2. Effective feedback	D.2. Communicate effective feedback to the registrar, including in difficult situations.	eLfH module – Effective feedback
	D.3. Workplace-based assessments	D.3. Understand the principles of workplace-based assessment and use WPBA tools effectively with registrars.	PH PD webinar
	D.4. Expectations and judging levels of competence	D.4. Undertake regular trainee observation and construct appropriate feedback in line with Programme requirements.	FPH Public Health curriculum
	D.5. Useful supervisor reports	D.5. Communicate useful feedback to the registrars' educational supervisor on progress, strengths, weaknesses and any areas of concern, and describe the key features of a good supervisors' report.	HEE video - Educational & Clinical Supervisors reports Part 2 – Assessments and EPAs PH PD webinar ARCP video

Theme A: Professional development as an educator

GMC/Academy of Medical Educators recognition of trainers (Requirements) standards:

(7) Continuing professional development as an educator

Key learning objectives

As a Clinical Supervisor, you should be able to:

- A.1 Participate in the EoE PH supervisor development programme; participate in CPD in line with GMC / FPH / UKPHR requirements; and identify opportunities to develop further skills and knowledge as an educator.
- A.2 Demonstrate up-to-date knowledge, and support delivery of, the FPH curriculum; use the learning portfolio (including e-portfolio) and understand the East of England PH Programme structure and delivery.
- A.3. Understand the role of the clinical supervisor in educational governance and interactions and communication with other core members of the training team e.g. TPD, FD lead, Educational supervisors.
- A.4 Understand the responsibilities for clinical supervision of registrars.
- A.5. Devise and implement strategies to seek feedback and use reflection to improve as a supervisor.

A.1 GMC & FPH requirements & EoE PHTP Supervisor policy: and CPD opportunities.

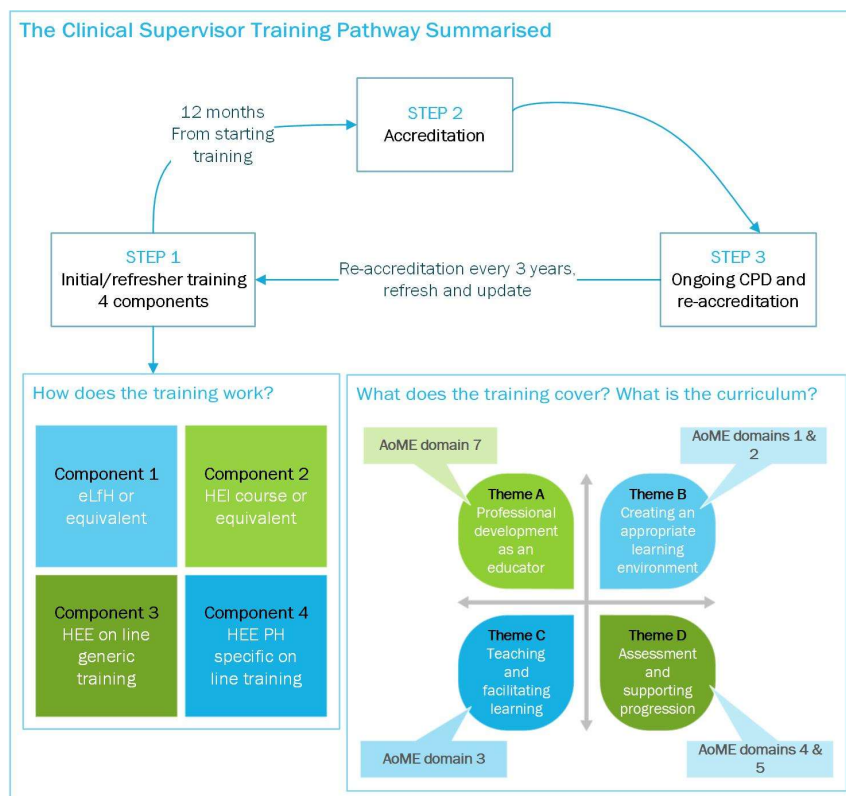
Participate in the EoE PH supervisor development programme; participate in CPD in line with GMC / FPH / UKPHR requirements; and identify opportunities to develop further skills and knowledge as an educator.

Public Health Supervisor Policy (2020)

The Public Health Supervisor training pathway and accreditation policy (2020) has been designed to meet the HEE requirements for faculty development, and mirrors educator training in General Practice.

- **DO THIS - read 'EoE Public Health Training Programme (PHTP) Supervisor training and Accreditation Policy (April 2021)', available at: https://heeoee.hee.nhs.uk/public_health/specialty-training-programme/public-health-educational-and-clinical-supervisors**

The key points from the CS training and accreditation pathway are summarised in this diagram and described in the text below:



The PHTP CS training and accreditation essentially asks you to demonstrate that you have key knowledge and skills in 6 of the 7 domains of the [GMC/Academy of Medical Educators \(AoME\) standards](#), every 3 years. For ease, the EoE School of Public Health have mapped these requirements to four learning 'themes':

PHTP CS training theme	GMC/AoME standards domain
A: Professional development as an educator	(7) Continuing professional development as an educator
B: Creating and maintaining a positive and safe environment for learning	(1) Ensuring Safe and Effective patient Care through training (2) Establishing and maintaining an environment for learning
C: Teaching and facilitating learning	3) Teaching and facilitating learning
D: Assessment & supporting registrar progress	(4) Enhancing learning through assessment (5) Supporting and monitoring educational progress

There are 5 learning outcomes (LOs) for each of the four themes, which describe what Clinical Supervisors should be able to do. You can view/print these in the [Overview summary table](#) and they are also listed under each theme in the application form.

This training package provides resources and training materials to support each learning outcome.

CS Training requirements:

- Consultants in Public Health who are not yet accredited CS's can now be a 'named CS' for a PH registrar and start to supervise once they have commenced the training pathway.
- HEE expects those who have started to supervise and commenced the training pathway to complete the required training and accreditation application **within 12 months**.
- **Please note that to be a Clinical Supervisor for a GP Trainee, the School of General Practice requires you to be an accredited CS before agreeing a GP trainee placement and commencing supervision.*

The Training pathway:

Step 1 - Training - brings together 4 components required by HEE for accredited Clinical Supervisors (CSs). These 4 components are:

1. Specific 'e-Learning for Health' modules – *to provide key foundation knowledge*;
2. One day Clinical supervisor course commissioned from a Higher Education Institute (HEI) – *to learn the theory*;
3. HEE generic online training videos (previously Health Education England (HEE) hub days) – *to learn how to apply the theory*;
4. Public Health (School Specific) videos & documents – *to learn the curriculum and supervisory requirements for PH training*.

Step 2: Accreditation - Application for approval and interview for Educational Supervisors and all new Clinical Supervisors – to demonstrate and evidence you have the requisite knowledge, attitudes and skills outlined in the AoME, GMC and COGPE standards for educators

Step 3: Ongoing Professional Development – for updates and development of learning and skills. Available opportunities include:

- Bi-annual Public Health Professional Development days (PDDs) and online materials - https://heeoee.hee.nhs.uk/public_health/professional-development-days ;
- Peer observations / reviews;
- HEE hub 'refresher' days/e-modules;
- HEE Autumn seminars & Spring symposia: <https://heeoee.hee.nhs.uk/faculty-educators/educators-development-and-networking> ;
- HEE Masterclasses: <https://heeoee.hee.nhs.uk/faculty-educators/tiered-approach/tier-4-and-5/workshops-and-masterclasses/educational> ;
- Attendance at ARCP Panels;
- Bursaries to undertake further studies such as a Postgraduate Certificate or Diploma in Medical Education: <https://heeoee.hee.nhs.uk/faculty-educators/educators-bursaries>

FPH standards:

It is the role of the Faculty of Public Health (FPH) to set minimum standards for public health doctors to be placed and maintained on the GMC register as supervisors - '[Criteria and Standards for Public Health Educational Supervisors \(2016\)](#)'. It is the role of HEE and the School of Public Health to ensure the delivery of these standards.

HEE support

The HEE EoE tiers for faculty development offers career guidance and career progression for educators:
<https://heeoe.hee.nhs.uk/faculty-educators/tiered-approach>.

This video from Dr Jane Sturgess, Associate Dean for Faculty Development at HEEoE provides an overview to the HEE support for Educational and Clinical Supervisors and their roles (8 mins).

- **DO THIS - watch** <https://heeoe.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=054cb60f-351e-4674-921e-abe90104a1d4>

**This video is part of the mandatory HEE content, so please submit a form once you have reviewed the HEE content videos to request a certificate from HEE: <https://healtheducationyh.onlinesurveys.ac.uk/clinical-hee-hub-content-2020>*

References & additional information:

- 📖 Faculty of Public Health (FPH) - '[Criteria and Standards for Public Health Educational Supervisors \(2016\)](#)'
- 📖 If you are interested in learning further about the standards and requirements governing specialty training, "[A Reference Guide for Postgraduate Foundation and Specialty Training in the UK](#)" (also known as the Gold Guide) sets out the arrangements for all General Medical Council (GMC)-approved specialty training programmes.

Questions to support learning and reflection:

- ❖ *Is your role as a Clinical Supervisor included in your job plan and your scope of work for revalidation and appraisal?*
- ❖ *How much of your PDP and CPD activity throughout the year do you devote to your educator role?*

A.2 Guide to the FPH curriculum & the e-portfolio

Demonstrate up-to-date knowledge, and support delivery of, the FPH curriculum; use the learning portfolio (including e-portfolio); and understand the East of England PH Programme structure and delivery.

FPH Curriculum

- The Faculty of Public Health (FPH) is responsible for overseeing the quality of training and professional development of public health consultants in the UK.
- The **FPH Specialty Training Curriculum Guide (2015)** describes all the required components of training leading to completion of training in public health which normally lasts a period of five years. Please read and make sure you are familiar with it as it describes the core elements of Public Health Training and all the learning outcomes registrars are expected to achieve:
 - **DO THIS - read** [FPH Specialty Training Curriculum Guide \(2015\)](#)
- The curriculum provides a framework within which registrars and supervisors can determine and understand the knowledge, skills, attitudes and behaviours which will allow a registrar to achieve the level of competence required of a specialist to undertake consultant level practice.
- The **Competency Framework** in Section 3 outlines all of the learning outcomes that Public Health registrars are expected to cover throughout their 5 years of training and provides guidance on what would be expected for minimal, partial and full attainment for each learning outcome.

(A 2020 revision is currently underway of the training curriculum, with an updated curriculum due to be published January 2022).

FPH e-portfolio

- The **FPH e-Portfolio** allows trainees to relate documentation and evidence to the curriculum and incorporates the ability to record various sign offs.
- The training e-Portfolio is managed by the registrar who must reflect on and record their achievements on an on-going basis. It is intended to be used as a complimentary tool to supervision to aid recording training activity.

- Clinical Supervisors will be asked to use the e-portfolio to:
 - Approve an Activity Summary sheet plan which documents a proposed project or piece of work (activity summary sheet template can be downloaded from: <https://www.fph.org.uk/training-careers/specialty-training/training-eportfolio/>;
 - Review evidence uploaded as part of the ASS project summary;
 - Add Supervisor reflections and approve a completed Activity Summary sheet which summarises learning from a particular project.
- The FPH e-portfolio Supervisor Guidance manual provides brief instructions on how to use the e-portfolio (pages 3-10)*Please note, in the EoE, Clinical Supervisors are the equivalent of 'Activity Supervisor' described in this guidance.
 - **DO THIS - read** [FPH e-portfolio Supervisor Guidance manual](#)

If you are a named CS and do not have access to the e-portfolio, please contact the Training Programme Director who will forward your request to the FPH for access.

A.3 EoE PHTP overview & structure

Understand the role of the clinical supervisor in educational governance and interactions and communication with other core members of the training team e.g. TPD, FD lead, Educational supervisors.

- The School of Public Health (SoPH) organises the training of public health specialists and public health practitioners so that they may achieve registration with the GMC and UKPHR. Both these programmes are funded and quality assured by HEEoE.
- Please read the basic information about the School and governance mechanisms on the webpage:
 - **DO THIS - read** https://heeoee.hee.nhs.uk/public_health/specialty-training-programme/school-management

PH Training in the East of England

- Please review the brief description of Public Health Training programme in the EoE is described on the PHTP webpages. Further detail is also available in the sub-categories:
 - **DO THIS - read** https://heeoee.hee.nhs.uk/public_health/specialty-training-programme

A.4 Clinical Supervision – what it entails

Understand the responsibilities for clinical supervision of registrars.

Educational and Clinical Supervision

- A named Clinical Supervisor (CS) is a trainer who is responsible for overseeing a specified trainee's service work throughout a placement in a public health environment and is appropriately trained to do so. The CS oversees the service work of the trainee during one attachment and provides constructive feedback during that placement. They will provide information to the Educational Supervisor for their report to the ARCP panel, and usually sign off most activity summary sheets.
- Longitudinal supervision is provided throughout five years of training by a named, accredited Educational Supervisor (ES). The ES role is completely separate from the Clinical Supervisor (CS), covering the whole training period and not linked to location. The ES is selected and appropriately trained to be responsible for the overall supervision and management of a trainee's trajectory of learning and educational progress during a placement or series of placements.
- The Educational Supervisor oversees the educational progress of the trainee and helps the trainee to plan their training and achieve agreed learning outcomes. He or she is responsible for: the educational agreement; signing off all learning outcomes; and for drawing evidence from a range of sources including clinical, activity and academic supervisors to form a summative judgement in the Educational Supervisor's report for the ARCP.
- The programme also allocates each trainee an Academic Supervisor. These individuals are Clinical Supervisors with specific expertise in academic public health and provide specific supervision and support during the MPhil course in ST1.
- Please review these documents, which provide an overview of the educational management of registrars and the specific roles and responsibilities of supervisors in the structure of the EoE Public Health Training Programme:
 - **DO THIS - read** Specialty Training Management (download PDF), available at: https://heeoee.hee.nhs.uk/public_health/specialty-training-programme/school-management

- **DO THIS - read** EoE PH TP – Roles and responsibilities of PH supervisors (download PDF), available at: https://heeo.ee.nhs.uk/public_health/specialty-training-programme/public-health-educational-and-clinical-supervisors

A.5 Trainee feedback & evaluating your skills

Devise and implement strategies to seek feedback and use reflection to improve as a supervisor.

- The new School of Public Health (SoPH) Quality Framework embeds trainee experience and feedback at the heart of delivering high quality training. The new annual EoE Public Health Trainee survey will specifically ask for feedback on supervision and training arrangements in placements, and feed into the training location self-assessment QA process. Registrars are being asked to offer specific, constructive and honest feedback for supervisors.
- Feedback on your performance as a CS should be sought from registrars as part of any MSF and included in your annual appraisal and revalidation paperwork.
- There are also opportunities within the programme to seek peer feedback, either through case-based discussion of supervision situations, or peer observation (either in person, or if easier from videos). Please contact the PH Faculty Development Lead if you would like any support in arranging this. Monthly educator online sessions offer support and peer discussion.
- The London Deanery guide on describes a useful table for self-assessing your own competence and supervision skills which may be useful:

Just for your own professional development purposes, looking at the list of skills in the first column, you might wish to rate yourself on each indicating whether you feel you are very competent, competent, adequate or not yet competent:

Skill	Very competent	Competent	Adequate	Not yet competent
Listening				
Advising				
Informing				
Assessing				
Counselling				
Advocating				
Tutoring				
Communicating				
Enabling				
Knowing and understanding the mechanisms in place to provide relevant information and the appropriate reporting and feedback channels				

Questions to support learning and reflection:

- ❖ *How confident do you feel in fulfilling the roles and responsibilities of a Clinical Supervisor?*
- ❖ *After considering the learning outcomes for CSs and CS responsibilities, have you identified any learning needs or gaps in your practise as an educator?*
- ❖ *What feedback have you received on your performance as a supervisor to date?*
- ❖ *For any supervisor skills where you feel adequate or not yet competent, how might you go about developing these skills?*
- ❖ *What steps might you want to take to seek feedback to enhance your own practice?*

A. Completing theme A for accreditation

Please ensure you have collated the following evidence required for accreditation:

Evidence required
<input type="checkbox"/> Job plan which includes educational role
<input type="checkbox"/> Inclusion of educational role in appraisal
<input type="checkbox"/> FPH CPD certificate from previous CPD year
<input type="checkbox"/> Trainee or learner feedback example which has informed your practice
<input type="checkbox"/> Peer feedback example which has informed your practice e.g. peer conversation/case based discussion, peer observation, MSF report

Reflective note:

Please write a reflective note on key learning (using the training materials and any additional learning) to demonstrate how you have met the theme A learning objectives (min. 400 words).

- A.1 Participate in the EoE PH supervisor development programme; participate in CPD in line with GMC / FPH / UKPHR requirements; and identify opportunities to develop further skills and knowledge as an educator.
- A.2 Demonstrate up-to-date knowledge, and support delivery of, the FPH curriculum; use the learning portfolio (including e-portfolio) and understand the East of England PH Programme structure and delivery.
- A.3. Understand the role of the clinical supervisor in educational governance and interactions and communication with other core members of the training team e.g. TPD, FD lead, Educational supervisors.
- A.4 Understand the responsibilities for clinical supervision of registrars.
- A.5. Devise and implement strategies to seek feedback and use reflection to improve as a supervisor.

Theme B: Creating and maintaining a positive and safe environment for learning

GMC/Academy of Medical Educators recognition of trainers (Requirements) standards:

- (1) Ensuring Safe and Effective patient Care through training
- (2) Establishing and maintaining an environment for learning

Key learning objectives

As a Clinical Supervisor, you should be able to:

- B.1. Develop an effective relationship for learning e.g. maintaining the confidence of registrars, being approachable, having protected time for supervision.
- B.2. Create a positive and effective environment in the workplace which encourages diversity and ensures equality of opportunity for registrars.
- B.3. Describe the important features of induction to the workplace and critically evaluate and improve existing induction programmes.
- B.4. Apply HEE and training programme policies; and be aware of processes for escalating any issues or concerns in relation to registrar training, progress, conduct or safety (including recommending a Professional SW referral where needed).
- B.5. Be able to identify warning signs of a registrar in difficulty, and how to record and escalate any concerns.

B.1. Effective supervisory relationships

Develop an effective relationship for learning e.g. maintaining the confidence of registrars, being approachable, having protected time for supervision.

Please complete the eLfH module ‘Supervision’, which provides a basic introduction to key concepts to supervision in postgraduate medical education. The session considers the role of supervision in supporting students, trainees and colleagues. Different conceptions and definitions of supervision in healthcare are explored and approaches to supervision are considered.

- **DO THIS - complete e-module** <https://portal.e-lfh.org.uk/Component/Details/458723>

You may also wish to refer back to [A.4](#) and review the roles and responsibilities of a Clinical Supervisor.

Please also review this video from Dr Jane Sturgess, Associate Dean for Faculty Development at HEEoE thinking about the role of Clinical Supervisors (17 mins) (entitled Educational Supervisor reports – 1):

- **DO THIS - watch** <https://heeo.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=1160b230-026a-4f8c-bef6-abe90104a3a9>

Questions to support learning and reflection:

- ❖ How might you develop an effective supervisory relationship with your trainee?
- ❖ Thinking back to the Venn diagram of supervision addressing three domains of: Cases (chosen care encounters); Contexts (workplace practices and relationships); and Careers (professional development and progression) – how might you ensure you have opportunities to address each of these areas in your supervisions?

References & additional information:

- Halpern H & McKimm J. ‘Supervision’ Clinical Teaching Made Easy. *British Journal of Hospital Medicine*. 2013. : <https://pubmed.ncbi.nlm.nih.gov/19357603/> (*These Clinical Teaching Made Easy articles were published as written guides to accompany the eLfH modules that were originally commissioned and developed by the London Deanery. They are a useful written summary of some of the key concepts – more topics are peppered throughout the additional information lists in other sections).

B.2. Equality & diversity

Create a positive and effective environment in the workplace which encourages diversity and ensures equality of opportunity for registrars.

- As part of our Quality Framework the School of Public Health is committed to ensuring that “the learning environment is one in which education and training is valued and learners are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviour” (B.1). Clinical Supervisors should contribute to ensuring that their training location and

supervision facilitates a safe and positive learning environment, and ensure that registrars know where to go for help should they experience or witness such negative behaviour.



- The Training Programme(TP) website details resources and policies pertaining to supporting learners, and ensuring all registrars are treated with dignity and respect, and not subjected to behaviour that undermines their professional confidence, performance or self-esteem:
 - **DO THIS - read** EoE TP website: https://heeoee.hee.nhs.uk/public_health/specialty-training-programme/a-safe-and-supportive-learning-environment
- Trainees should feel secure and enabled to raise concerns about bullying and undermining.
- The TP will investigate and take appropriate and timely action locally to make sure any concerns are properly dealt with.
- The TP will follow a clear process for escalating any concerns about learner performance and guidance on appropriately documenting any concerns or observations.
- The Training Programme and training locations will make reasonable adjustments in line with the Equality Act 2010 and ensure future training locations are notified of such requirements.
- The Trainee Support Guide (currently in development with the School of GP) will describe:
 - mechanisms for seeking regular trainee and trainer feedback;
 - the process for reporting, and escalating any individual concerns or feedback, and responding to these in a timely and appropriate way, including embedding learning in the programme;
 - the Equality Policy and how reasonable adjustments will be made in line with Equality Act;
 - It also describes how trainees can access support to promote their health and wellbeing.
- Trainees will be signposted to this information during induction, and trainers during CS training and updates. Specific questions in the trainee and trainer survey will assess trainees' experience.
- As a Supervisor, this useful eLFH module '*Diversity, Equal Opportunities and Human Rights*' "offers you the opportunity to consider your role in relation to EDI and explore the key principles involved, specifically in relation to education and training. Throughout the session you will be given an opportunity to apply the learning to your own practice as an educator through carrying out activities and reflecting on these."
 - **DO THIS - complete e-module** <https://portal.e-lfh.org.uk/Component/Details/458735>

Please also include any E&D certificate from your own organisation with your CS accreditation application form.

Questions to support learning and reflection:

- ❖ *How do you contribute to creating a positive and safe environment for learners?*
- ❖ *How do you ensure that you minimise bias in your interactions with others?*

References & additional information:

-  [7 Steps to mitigating unconscious bias in Teaching and Learning - Plymouth University](#)
-  [HEE Spring Symposium 2021 – Bullying and undermining workshop \(webinar\)](#)

B.3. Effective induction

Describe the important features of induction to the workplace and critically evaluate and improve existing induction programmes.

"An effective induction is a crucial welcome for a doctor in training. When done well, it will encourage them to make the most of the many learning opportunities available, and ensure a smooth and supported transition to working in a complex, often unfamiliar environment" ([GMC – Sharing Good Practice](#)).

- PH registrars receive:
 - an initial induction to the training programme (delivered by TPDs, supported by current registrars and the employer);
 - an induction to each workplace / training location.
- It is important to be aware of how a trainee is introduced to your workplace. Your training location should have a thorough induction in place for trainees, which should include the elements described in the Induction checklist and described in the Quality Framework and Training Location QA self-assessment questionnaire. As the named CS, you have a responsibility to ensure that induction is thorough and adequate for their needs and that they have been able to meet various members of the team and made to feel welcome.

- **DO THIS - read** Please review and use the Training Programme Induction checklist, available at: https://heeoee.hee.nhs.uk/public_health/specialty-training-programme/placements-and-training-locations

Questions to support learning and reflection:

- ❖ How can you make your workplace more 'invitational' from a learning perspective?
- ❖ Are certain groups or types of learner potentially disadvantaged?

References & additional information:

- 📄 eLfH module: Facilitating learning in the workplace: <https://educatorhub.e-lfh.org.uk/LearningContent/LaunchForGuestAccess/458726>

B.4 EoE PHTP, HEE & Lead Employer Policies and procedures & the Professional Support and Wellbeing Unit
Apply HEE and training programme policies; and be aware of processes for escalating any issues or concerns in relation to registrar training, progress, conduct or safety (including recommending a Professional SW referral where needed).

Trainees are employed by a 'Lead Employer' (currently St Helen's and Knowsley NHS Trust – STHK) who manage their HR and contractual needs. There are four sets of policies that apply to the specialty training programme:

- Employer policies from St Helens & Knowsley Trust who employ all registrars;
- Policies relating to training and educational progression from Health Education East of England;
- Policies developed by the Public Health Specialty Training Programme tailored to provide specific guidance for public health;
- Overarching policies and associated guidance from the General Medical Council (GMC), the UKPHR and the Faculty of Public Health for all specialty training programmes.

This full list of policies (and their review dates) contains all the relevant policies from HEE, the Lead Employer, and the School of Public Health which apply to registrars.

- **DO THIS - be able to find these** There is a list of EoE PHTP policies available at- https://heeoee.hee.nhs.uk/public_health/specialty-training-programme/policies

The "Public Health HR Training Guide" (Apr 2021) describes the procedures for approving annual leave, sick leave, study leave and other approved absences.

In summary, Clinical Supervisors have responsibility for ensuring registrars advise them when they need to take sick leave (and ensuring that they record this on return to work with their ES) and approving specific dates registrars propose to take as annual leave – ESs record annual leave taken on the HR e-platform.

- **DO THIS - read** The "Public Health HR Training Guide" is also available to download at: https://heeoee.hee.nhs.uk/public_health/specialty-training-programme/policies.

HEEoE provides a Professional Support and Wellbeing service

- "The Professional Support and Well-being service recognise that training to become a Consultant or GP takes considerable time, determination, effort and skill. During this time trainees will inevitably undergo periods where they need additional support. This may be as a result of encountering adverse clinical events, experiencing a variety of wider life events or struggling with concerns relating to training and / or career progression.
- It is recognised that there are times when trainees would benefit from increased and specialist support, beyond which the clinical and educational supervisor can provide. The Professional Support and Well-being service is able to provide this support for both trainees and their educators."

Please review this mandatory HEE video for further information (11 mins): PSW Introduction to PSW:

- **DO THIS - watch** <https://heeoee.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=9ae3d200-0402-4cb6-b0e1-abd70083b2f6>

References & additional information:

- HEEoE Professional Support and Wellbeing service - <https://heeoee.hee.nhs.uk/psw/about-us>

B.5 Identify warning signs of a registrar in difficulty, and how to record and escalate any concerns.

Identify warning signs of a registrar in difficulty, and how to record and escalate any concerns.

Despite training being rewarding, it is widely understood that some medical and dental trainees may need some extra support to help them through a difficult situation. HEEoE has a '[Trainees in Difficulty \(TiD\) policy](#)' which clarifies the roles and responsibilities, provides suggestions on how to identify and support TiDs, and a formal management plan for TiDs and provide a systematic approach to dealing with these often complex issues.

Please complete the eLfH module 'Supporting Learners'. "By the end of this session you should have a clearer sense of the types of struggles learners may experience, what the underlying causes may be and the interventions you may be able to make (including seeking help from others in the team) to manage and support these individuals."

- **DO THIS - complete** <https://portal.e-lfh.org.uk/Component/Details/458768>

Please also review this informative HEEoE training video produced by the School of GP: Trainees in Difficulty. (It refers to a useful structure for diagnosing issues of difficulty which encourages the supervisor to focus first on objective, observable behaviour – RDMp.):

- **DO THIS - watch** <https://heeo.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=80d75f8e-ea0f-42ab-9fbf-abd000b2380c>.

Of note, the Trainees in Difficulty policy outlines clear roles for the CS, ES and TPD. This two page handout summaries the CS role as described in the Policy, as a clear reference guide to your role in supporting registrars with difficulties.

- **DO THIS - read** Trainees in difficulty - your role (HEEoE 2018) handout: https://heeo.hee.nhs.uk/sites/default/files/trainees_in_difficulty_handout.pdf

References & additional information:

- 📄 SoPH Professional Development Day November 2019 – Trainees in Difficulty slides: https://heeo.hee.nhs.uk/public_health/specialty-training-programme/public-health-educational-and-clinical-supervisors
- 📄 Extremely useful guide to using this diagnostic approach - RDMp and the Trainee experiencing Difficulty – manual (Bradford VTS) - <https://www.bradfordvts.co.uk/wp-content/onlineresources/teaching-learning/trainee-in-difficulty/rdmp/rdmp%20complete%20manual.pdf>
- 📄 Alternative video/presentation at HEEoE Autumn Symposium: Trainees in Difficulty: <https://heeo.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=ab99fc91-5f41-448b-9d87-ac4500df7d92>

Questions to support learning and reflection:

- ❖ Are you aware of what signs and symptoms might be an early sign of a registrar experiencing difficulties?
- ❖ How might you approach addressing any particular difficulties experienced by your registrar?
- ❖ How will you record and safely store communications with your registrar or notes regarding their training?

B. Completing theme B for accreditation

Please ensure you have collated the following evidence required for accreditation:

Evidence required
<input type="checkbox"/> Equality & diversity training certificate (within last 3 years)
<input type="checkbox"/> Involvement in induction e.g. induction programme/checklist, meeting agenda, evaluation of induction programme

Reflective note:

Please write a reflective note on key learning (using the training materials and any additional learning) to demonstrate how you have met the theme B learning objectives (min. 400 words).

As a Clinical Supervisor, you should be able to:

- B.1. Develop an effective relationship for learning e.g. maintaining the confidence of registrars, being approachable, having protected time for supervision.
- B.2. Create a positive and effective environment in the workplace which encourages diversity and ensures equality of opportunity for registrars.
- B.3. Describe the important features of induction to the workplace and critically evaluate and improve existing induction programmes.
- B.4. Apply HEE and training programme policies; and be aware of processes for escalating any issues or concerns in relation to registrar training, progress, conduct or safety (including recommending a Professional SW referral where needed).
- B.5. Be able to identify warning signs of a registrar in difficulty, and how to record and escalate any concerns.

Theme C: Teaching and facilitating learning

GMC/Academy of Medical Educators recognition of trainers (Requirements) standards:

3) Teaching and facilitating learning

Key learning objectives

As a Clinical Supervisor, you should be able to:

- C.1. Use a range of tools to identify learning needs in self and in registrars; and translate a learning agreement into action plans in the workplace.
- C.2. Identify and suggest areas of (multi-disciplinary) work that will develop (and stretch) individual registrars' skills, while contributing to the goals of the host organisation.
- C.3. 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.
- C.4. Hold an effective developmental conversation with a registrar, including the use of questioning techniques to promote self-directed learning.
- C.5. Encourage and support a registrar to engage in meaningful reflective practice

C.1. Models of teaching and learning

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.

Broadly speaking, there are a number of educational theories or concepts that can be useful to have a basic understanding of, and to think about how they might influence your practice. This topic of 'Teaching & learning skills' will be covered by PH professional development webinar or one of the HEE accredited CS courses.

Questions to support learning and reflection:

- ❖ What learning theories or concepts resonate with you as a learner or supervisor?
- ❖ How might specific learning theories influence your practice as a supervisor?

References & additional information:

- ✚ This chapter by David Kaufman and Karen Mann from the 2013 2nd edition of Swanwick et al.'s 'Understanding Medical Education' textbook provides a useful overview of educational theory for those interested in the theoretical underpinnings of supervision and teaching. : https://csds.qld.edu.au/sdc/Provectus/AusSETT_core/C1%20-%20Simulation-based%20education%20-%20Contemporary%20issues%20for%20the%20health%20care%20professions/newUnit/files/Understanding%20Medical%20Education%20Chapter%202%20Teaching%20and%20learning%20in%20medical%20education-1-1.pdf
- ✚ Dennick, R. 'Twelve tips for incorporating educational theory into practice' *Medical Teacher*. 2012; 34: 618-624. <https://www.foundationprogramme.nhs.uk/wp-content/uploads/2020/03/sites/2014/10/EducationalTheories.pdf>
- ✚ Kaufman, D. 'Applying educational theory in practice' ABC of learning and teaching in medicine. *BMJ* 2003; 326: 213.: <https://www.bmj.com/content/326/7382/213>
- ✚ This eLfH emodule [Educational Theory and Practice for Simulation-Based Education](#) also covers key educational theory and practice related to simulation-based education but is a great overview of core educational theory and how you can use this to influence your practice as an educator.
- ✚ London Deanery video on theory of Adult Learning (6 mins): https://www.youtube.com/watch?v=qnW6YaX_ANQ

C.2 Assessing learning needs & developing a learning agreement

Use a range of tools to identify learning needs in self and in registrars; and translate a learning agreement into action plans in the workplace.

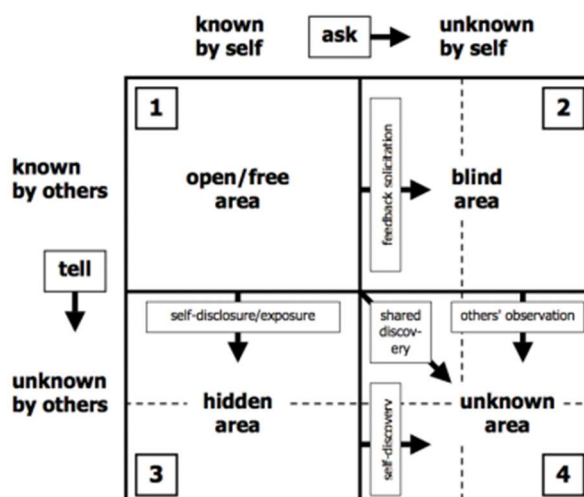
- It is primarily the role of the Educational Supervisor to assess learner's needs and agree a learning agreement that enables the registrar to gain relevant experience to achieve the curriculum. However, CSs play a key role in identifying projects in the training location that will provide this experience, and will need to be mindful of registrar's curriculum requirements as well as individuals' strengths, weaknesses and needs in order to identify suitable projects and offer effective supervision.

Your role is essentially to help select the experiences. A vital element to this is developing a shared understanding of the learner's needs and assessing their competence and confidence in tackling specific projects.

- Please ensure you are familiar with the FPH Learning Agreement - registrars are required to agree this with their CS and ES (and then share with the Training programme Director) every 6 months, to identify how they will achieve their learning goals and curricular outcomes, including logging which projects intend to offer experience to gain competence in specific LOs. You may also find it useful to refer back to the FPH curriculum to remind yourself of the required learning outcomes for PH trainees.
 - FPH Curriculum (2015): https://www.fph.org.uk/media/3069/ph-curriculum-2015v4_final-20.pdf
 - **DO THIS - read** FPH Training downloads (in Guidance and resources section): Learning agreement: <https://www.fph.org.uk/training-careers/specialty-training/training-eportfolio/>
- Registrars should complete an activity summary sheet for each significant area of work or training. "These summary sheets will systematically compile evidence which is descriptive, allow each learning outcome to be evidenced in several ways, give the assessor confidence of a claim by enabling easy retrieval and inspection of actual work and will evidence and encourage reflective practice. The registrar will be more easily able to retrieve work either to remind themselves of a method against a specific learning outcome to help with a future area of work or to prepare for interviews where a job description states a requirement for certain competence. The methodology also prepares the registrar for professional revalidation." The template also enables the registrar to start the ASS by scoping out the expectations for the project and which LOs it will address, at the start of each project - a good opportunity to make sure registrar and supervisor expectations match up for an activity.
 - **DO THIS - read** Activity Summary sheet template: <https://www.fph.org.uk/media/1159/6-activity-summary-sheet.doc>

Please complete the eLfH module 'Assessing educational needs. "This session looks at how teachers can best support individual learners and summarises some widely used tools and techniques for assessing learning needs."

- **DO THIS - complete** <https://educatorhub.e-lfh.org.uk/LearningContent/LaunchForGuestAccess/457940>
- A range of tools and techniques can be used to help learners identify their own needs, such as SWOT analysis, professional development plans, reflective accounts or critical event analyses. Teachers can build in quick techniques to assess learning needs and check learning prior to, during and after teaching sessions. The 'professional conversation' and reflective portfolios are useful tools teachers can utilise to work with individual learners to assess their learning needs and progress. Sometimes observation of practice or reviewing or discussing previous work provides this insight for you both. As described in the e-module, structured tools for assessing learning needs can include significant event analysis, formal assessment instruments, audit, professional development plans and portfolios.
- A useful element to this is to consider the Johari window (image source: <https://geo.coop/story/zegg-forum-and-johari-window>):



The PH PDD webinar will build on this to consider how these tools can be used in supervisions and to enhance workplace-based.

References & optional useful resources:

- ✚ (Table 3) in this useful article highlights where the Clinical Supervisor can support the registrar in each of these four quadrants of unconscious competence/ conscious competence / conscious incompetence/ unconscious incompetence: Tim Swanwick and Judy McKimm "Assessing Learning Needs" Clinical Teaching Made Easy, *British Journal of Hospital Medicine*, 2009.: <https://www.bradfordvts.co.uk/wp-content/onlineresources/teaching-learning/learning-needs/assessing%20learning%20needs.pdf>
- ✚ London Deanery – Video on learning styles (10 mins): <https://www.youtube.com/watch?v=4kFF-d72ILM>

C.3. Principles of workplace-based learning

Identify and suggest areas of (multi-disciplinary) work that will develop (and stretch) individual registrars' skills, while contributing to the goals of the host organisation.

- StRs mainly learn through participation in workplace-based learning which is designed to meet educational need. Specialty Registrars (StRs) are placed for their first 24/30 months in a Local Authority to gain a firm foundation in public health. A three month health protection attachment is also arranged during the second year of training.
- It is a requirement of the FPH curriculum that registrars gain experience in at least two training locations (excluding the mandatory health protection placement). Placements are arranged according to educational need and training capacity. Registrars are encouraged to plan their placements early in discussion with their trainer, training location leads and the Training Programme Director. Registrars submit placements requests to a placement panel, who meet twice a year to review and approve requested placements
- Training locations are approved by the GMC and must meet specific quality criteria aligned to the HEE quality standards. Each training location has a CS as a "Training Location lead" who has responsibility for the training environment in the location for the specialty training programme. The training lead attends the Specialty Training Committee; ensures communication between CSs in the training location and STC; is responsible for ensuring the annual training location self-assessment QA questionnaire is completed and shared with STC.
- The Training Locations signs a memorandum of Understanding with the Lead Employer of registrars and commits to delivering the standards in the EoE PH TP Training Location policy, and completing the self-assessment QA questionnaire annually to identify areas of good practice and potential improvement.
 - **DO THIS - read** Training Programme website: [Placements and Training locations | East of England \(hee.nhs.uk\)](https://www.hee.nhs.uk/placements-and-training-locations)
- During the course of training, depending on individual interests and career aspirations, a registrar may identify the need for a specialist training opportunity not available within the East of England. These "Out of programme" (OOP) placements are available for senior registrars who are progressing satisfactorily with their training.
- Time out of training is occasionally allowed by individual negotiation depending on personal circumstances and educational need. There are HEE policies for application and return to training.
- There are some generic skills which are best provided to cohorts of registrars and linked to particular phases of training. These include examination preparation, teacher training, communication skills and safe on call revision. Time is also allocated for private study. Senior registrars make use of specialist courses according to their educational need and career intent. Emphasis in the latter stages of training is placed on leadership and management.

The PH PDD webinars will describe principles of workplace-based learning and how to enhance learning through project work and supervision.

C.4 Developmental conversations

Hold an effective developmental conversation with a registrar, including the use of questioning techniques to promote self-directed learning.

You may recall that the eLfH e-module 'Supervision' in [section B.1](#). outlined three approaches to supervision:

1. A reflective approach
2. A narrative based approach
3. A questioning approach

- A useful model around which to structure a more formal professional conversation is that identified by Launer (and summarised in the article by Halpern and McKimm in the references section)) describing narrative-based supervision in primary care – the 'seven Cs': Conversation; Curiosity; Contexts; Complexity; Creativity; Caution; and Care. Fundamental to this model is the idea that by encouraging story-telling, narrative and conversation in a structured way, the teacher can work with the learner to help them identify significant elements, learning points and areas for further reflection or development.
- Whilst formal coaching is typically carried out by qualified people, the principles of this non-directive approach can be transferred to everyday conversations in the workplace by adopting some simple techniques for structuring conversations and phrasing questions. Therefore the educational supervisor may take the role of coach. The fundamental premise of this approach is that the answers lie within the coachee or can be discovered by the coachee for themselves. It is the coach's job to ask the right questions to help coachees arrive at their own conclusions. Coaches can provide helpful input or suggestions, but the process of discovering answers for themselves is a very powerful way of supporting change and learning.
- Judy McKimm and Clare Morris propose that a questioning approach can be adopted to give the supervisee the opportunity to reconstruct their view of a particular issue or difficulty, to help them see things from different perspectives. You might wish to think about questions relating to the three domains of supervision (cases, context and careers) that you might ask supervisees in order to help them develop insight and self-awareness of their own practice. McKimm and Morris suggest some questions which may be useful in supervisions:






What	What would you like to happen/what do you want? What do I need to know about...? What do you see as the main issues/your chief dilemma? What do you think are the main contexts influencing this situation? What explanations do you have?
Why	Why this case/situation? Why now? Why does this cause you concern? Why might they be acting like that?
When	When might you seek help from someone else? When might you feel able to do that? When do you feel most or least confident/certain about what to do? When have you felt like this/come across this before?
How	How will you know if this piece of supervision has been helpful to you? How do you understand...? How would you describe...? How else might you approach this
Where	Where do you think things will be in...(time)? Where else might you find that information/advice? Where else might you gain that kind of experience?
Who	Who else might you involve in their care? Who do you think shares your view and who might challenge it? Who would be best placed to guide? How would x view you/what is going on? What would x say?

This will be further explored in techniques for supervision in the PH PD webinar.
The next section, C.5 looks further at supporting reflective practice.

Questions to support learning and reflection:

- ❖ *How might you explore different approaches to supervision or exploring learning?*
- ❖ *Which types of questions do you commonly use or over-use?*
- ❖ *How might you extend your supervision practice through using a wider range of question types?*
- ❖ *How often in supervision do you find yourself offering advice or suggestions?*
- ❖ *How might you help the person you are supervising find their own solutions e.g. through coaching techniques?*

References & optional useful resources:

-  This article summarises some useful concepts in supervision referenced in the eLfH module including cases/context and careers and a narrative approach using the 7Cs - Halpen, H. & McKimm, J. 'Clinical Teaching Made easy – Supervision' British Journal of Hospital Medicine, April 2009, Vol 70, No 4. 226-229 Available at: [file:///me-filer1/home\\$/klm35/Downloads/BJHM_226_229_CTME_HalpernMcKimm_2009_super.pdf](file:///me-filer1/home$/klm35/Downloads/BJHM_226_229_CTME_HalpernMcKimm_2009_super.pdf)
-  NHS North East and Yorkshire Leadership Academy Guide to Coaching: <https://www.nelacademy.nhs.uk/coaching-resources-understand-coaching-basics>
-  A useful introduction to coaching, and some simple techniques can also be found at: http://www.mindtools.com/pages/article/newTMM_15.htm or <https://www.skillsyouneed.com/learn/coaching.html>
-  Autumn Symposium 2018 – Coaching and mentoring presentation slides: https://heeoee.hee.nhs.uk/sites/default/files/coaching_and_mentoring_worksop.pdf
-  McKimm J & Viney R. 'Mentoring – Clinical Teaching Made Easy' *British Journal of Hospital Medicine* 2010; 71: 106-109: https://www.researchgate.net/publication/41895423_Mentoring

C.5 Using and encouraging reflective practice

Encourage and support a registrar to engage in meaningful reflective practice.




Please complete the eLfH module 'Reflective practice'. "In this session you will learn about reflective practices and the tools which can support the development of self-awareness."

➤ **DO THIS - complete** <https://portal.e-lfh.org.uk/Component/Details/511368>

Questions to support learning and reflection:

- ❖ *Why do some registrars struggle with reflection?*
- ❖ *How might you offer support and insight into encouraging effective reflective practice?*
- ❖ *What are the features of reflective writing that encourage deeper learning?*

References & optional useful resources:

-  AOMRC & COPMeD 'Facilitating Reflection: A Guide for Supervisors' offers useful tips and further resources on supporting trainees with reflective practice: https://www.aomrc.org.uk/wp-content/uploads/2019/06/Facilitating_reflection_0619.pdf
-  London Deanery PSW's 'Reflective Writing Skills' contains good models and practical tips for facilitating meaningful reflection - <https://www.yumpu.com/en/document/read/54164879/reflective-writing-skills>
-  GMC Guide to Reflective Practice : <https://www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/reflective-practice#reflection%20and%20wellbeing>

C. Completing theme C for accreditation

Please ensure you have collated the following evidence required for accreditation:

Evidence required
<input type="checkbox"/> Example of assessment of learning needs or consideration of learning needs with trainee / staff e.g. SWOT, supervision notes, Learning agreement, action plan for addressing learning needs, project plan to address learning needs.

Please write a reflective note on key learning (using the training materials and any additional learning) to demonstrate how you have met the theme C learning objectives (min. 400 words)

As a Clinical Supervisor, you should be able to:

- C.1. Use a range of tools to identify learning needs in self and in registrars; and translate a learning agreement into action plans in the workplace.
- C.2. Identify and suggest areas of (multi-disciplinary) work that will develop (and stretch) individual registrars' skills, while contributing to the goals of the host organisation.
- C.3. 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.
- C.4. Hold an effective developmental conversation with a registrar, including the use of questioning techniques to promote self-directed learning.
- C.5. Encourage and support a registrar to engage in meaningful reflective practice

Theme D: Assessment & supporting registrar progress

GMC/Academy of Medical Educators recognition of trainers (Requirements) standards:

- (4) Enhancing learning through assessment
- (5) Supporting and monitoring educational progress

Key learning objectives

As a Clinical Supervisor, you should be able to:

- D.1. Understand the requirements of, and required preparation for, MFPH exams and support the registrar in working towards these alongside service commitments.
- D.2. Communicate effective feedback to the registrar, including in difficult situations.
- D.3. Understand the principles of workplace-based assessment and use WPBA tools effectively with registrars.
- D.4. Undertake regular trainee observation and construct appropriate feedback in line with Programme requirements.
- D.5. Communicate useful feedback to the registrars' educational supervisor on progress, strengths, weaknesses and any areas of concern, and describe the key features of a good supervisors' report.

D.1. Supporting exam preparation and performance

Understand the requirements of, and required preparation for, MFPH exams and support the registrar in working towards these alongside service commitments.

It is useful as a Clinical Supervisor to be aware of the content and design of the two examinations run by the FPH. Some Educational or clinical Supervisors feel able to offer feedback on DFPH written exam questions, and most Clinical Supervisors are able to offer feedback on registrar's communication and presentation skills in practice scenarios.

Membership of the Faculty of Public Health (FPH) is normally achieved through examination in two separate parts, DFPH and MFPH (previously known as Part A and Part B/OSPHE - Objective Structured Public Health Examination).

- DFPH (previously known as Part A) is the "knowledge" exam, testing understanding of public health concepts including epidemiology, statistics and social sciences. DFPH is a national exam held twice per year, usually in January and June.
- MFPH (previously known as Part B) is a practical exam, designed to allow registrars to demonstrate their skills in communication and understanding of practical public health.
- Registrars in the East of England normally sit the DFPH in the January following completion of the initial academic (MPhil) year and MFPH is normally taken around 9 to 12 months following a pass at DFPH.
- A registrar who has passed both exams is enrolled as a Member of the Faculty. There are no further mandatory exams in the training programme.

In addition to these national exams, there is a test of communicable disease control knowledge and its application - the "on call" assessment. This is taken after DFPH and, as the name suggests, must be passed before a registrar may go on the on call rota for out of hours health protection work.

The programme currently supports registrars in gaining the knowledge foundation through attendance at the MPhil in Public Health at the University of Cambridge. A Master's degree is not a prerequisite for CCT but is currently the method by which many registrars acquire the knowledge foundation for the PH curriculum, which is assessed through the DFPH. Increasingly, new recruits may already possess an appropriate Masters level qualification and, in discussion with the Training Programme Director, they may attend modules on the MPhil course if they have specific identified learning needs prior to sitting Part A.

There is also group and individual support for registrars taking exams available from supervisors, peers and the training programme faculty as part of the regional training offer to registrars.

- Please refer to the EoE PHTP Regional training guide for further information:
https://heeoe.hee.nhs.uk/public_health/specialty-training-programme/regional-teaching-training

For full FPH guidance on exams, please refer to:

- **DO THIS - read** FPH website: <https://www.fph.org.uk/training-careers/the-diplomate-dfph-and-final-membership-examination-mfph/>.

D.2. Effective feedback

Communicate effective feedback to the registrar, including in difficult situations.

Giving feedback is an integral part of learning and training. Ideas are formed and modified through experiences and these ideas underpin the idea of the 'reflective practitioner'.

Please complete the eLfH module 'Effective Feedback'. "This session offers some suggestions on how you can improve the feedback you give so that you are better able to help motivate and develop learners' knowledge, skills and behaviours." It also describes Proctor and Hill's 'competency' model, a useful way to think about the role of feedback in supporting registrars to develop.

➤ **DO THIS - complete** <https://portal.e-lfh.org.uk/Component/Details/458747>

Feedback models:

The e-module outlines some useful models for giving feedback e.g. the 'feedback sandwich'; Chronological reflection; Pendleton's 'rules'. Some additional models or tools can be useful e.g. 'BOOST', Situation-behaviour-impact (SBI):

BOOST

- Balanced – what went well and things that need attention (focus on strengths as well as areas for development)
- Observed – what you have seen the person say or do, only on observed behaviours
- Objective – factual (not aimed at personality)- focus on actions (not your feelings about the person)
- Specific examples
- Timely - as close to the event as possible

The [SBI model](#) is also quite useful as it is quite succinct and also aims to be objective, based on observable behaviours (it's important to use "I" statements and withhold judgment when using this feedback model).

- Situation – describe the situation. Be specific about when and where it occurred.
- Behaviour – describe the observable behaviour and don't assume you know what the other person was thinking.
- Impact – describe what you thought or felt in reaction to the behaviour.

Also, having an awareness of learning preferences (e.g. Myer's Briggs, or another personality style indicator) can be useful to incorporate into the feedback process.

Preparing for feedback:

The London Deanery Guide to giving feedback sets out some useful guidelines for preparing for feedback sessions with StRs:

- Observations over a period of time or for specific purposes (e.g. workplace-based assessment, practical sign-offs, appraisal, end of placement interviews) are typical situations when formal feedback occurs in the clinical setting.
- If ongoing feedback has been carried out regularly, then the formal feedback sessions should not contain any surprises for the learner.
- The structure for giving feedback will be agreed between you and the learner(s), and may follow a specific model (see list above).
- It is also important that both you and the people to whom you are giving feedback are fully prepared for the session.

Prior to the session you should:

- ensure the StR is aware they will receive feedback (so clearly define the purpose of the feedback session prior to or at the outset of the session)
- collect any information you need from other people
- ensure you know the learner's strengths and areas for development/improvement
- make sure you know how the feedback relates to the learning programme and defined learning outcomes.

Setting the scene:

- create an appropriate learning environment
- clarify your ground rules with the learner as to what they are to concentrate on, when you will interrupt, what other students are to do, how the student can seek help during the consultation, etc.
- agree a teaching focus with the learner
- gain the patient's consent and co-operation
- make notes of specific points to cover.

Once the assessment is finished, during the formal feedback session, you should:

- redefine the purpose and duration of the feedback session
- clarify the structure of the session
- encourage the learner to self-assess their performance prior to giving feedback
- aim to encourage dialogue and rapport
- reinforce good practice with specific examples

- identify, analyse and explore potential solutions for poor performance or deficits in practice.

After the session, you should:

- complete any outstanding documentation and ensure the learner has copies
- carry out any agreed follow-up activities or actions
- make sure that opportunities for remedial work or additional learning are arranged
- set a date for the next assessment/feedback session, if required.

Questions to support learning and reflection:

- ❖ *What are your strengths in giving feedback?*
- ❖ *What aspects of giving feedback are you hoping to improve?*
- ❖ *Which tools do you find work well for you in different scenarios? Are there any others you hope to try out?*

References & optional useful resources:

- ✚ McKimm J. 'Giving effective feedback – Clinical Teaching Made Easy' *British Journal of Hospital medicine* 2005; 70 (3): 158-61 - https://www.researchgate.net/publication/24189288_Giving_Effective_Feedback
- ✚ Janet LeFroy. "The Do's and don'ts of effective feedback" *Perspectives on Medical Education*, Nov 2015. https://www.researchgate.net/publication/285384533_Guidelines_the_do's_don'ts_and_don't_knows_of_feedback_f_or_clinical_education
- ✚ Mindtools website – SBI tool : <https://www.mindtools.com/pages/article/situation-behavior-impact-feedback.htm>
- ✚ The Center for Creative Leadership outlines 10 common mistakes which you should avoid in order to make feedback run smoothly: <https://www.businessballs.com/leading-teams/common-feedback-mistakes/>

D.3. Workplace-based assessments

Understand the principles of workplace-based assessment and use WPBA tools effectively with registrars.

The FPH curriculum expects that all supervisors and registrars understand and comply with the principle that regular and high quality assessment and feedback is essential for development of consultant level competence. Regular and timely feedback is an essential component of educational progress and development.

- **DO THIS - read** See section 2.11 of the FPH curriculum: <https://www.fph.org.uk/media/1131/ph-curriculum-2015.pdf>

"Public health registrars are expected to demonstrate the maintenance of performance in increasingly varied, challenging and less controlled situations. Therefore learning outcomes will need to be demonstrated and assessed more than once to confirm progression. The assessment blueprint ensures that all learning outcomes are sampled a number of times across the whole training pathway as appropriate." (FPH Curriculum 2015, p 28).

Thinking back to Millers pyramid (section 1.6 of the FPH Curriculum document), WPBA is designed to particularly support assessing the 'does' area of the pyramid. Section 2.11 of the FPH Curriculum (2015) describes 4 types of assessment which are used in the workplace setting and largely overseen by CSs:

- Case-based discussions (CBDs)
- Direct observations of practice (DoPs)
- Written report or other written 'output'
- Multi-source feedback.

As a Clinical Supervisor you will be asked to undertake 'formal' Workplace-based assessments (WPBAs) such as case-based discussions (CBDs) and possibly direct observations of practice (DoPs). The curriculum guide describes statements of 'competence' or 'completion' of learning outcomes for each of the 89 learning outcomes and your feedback and assessment of performance of the trainee is instrumental in understanding their educational progress.

We will discuss workplace-based assessments further in the PH Professional Development webinars.

- Case based discussions (CBDs) enable supervisors to explore support the registrar to further explore their understanding of a number of components of a project e.g. to explore potential variations on the situation, and how to address different scenarios, outcomes or developments. They can be used to demonstrate evidence of knowledge not otherwise covered through a registrar's work, or can be used to explore difficult situations or experiences and identify learning. A CBD can be

done one to one between supervisor and registrar, or with a small group of registrars; however, one form would need to be completed for each registrar. CBDs should be planned in relation to the assessment blueprint document and the context of the project and learning outcomes to be addressed. Outcomes following CBD assessments should be documented and fed back in an appropriate and timely manner. Any development requirements should also be identified and discussed in tandem with providing feedback.

- **DO THIS - read** This useful form offers supervisors a tool to provide structured feedback following a case-based discussion with a registrar on a topic, project, or experience as part of their training:
https://heeoee.hee.nhs.uk/sites/default/files/docustore/heeee_ph_case-based_discussion_form_2015_curriculum_nov_2017_1.docx
- ‘Directly observed feedback’ can be undertaken by both supervisor and registrar. It can be used for those learning outcomes requiring assessment by direct observation e.g. presentations, conversations, Chairing meetings, health protection calls, media interviews, managing conflict, etc. It can also be a helpful way for registrars to give feedback to their supervisors.
 - **DO THIS - read** A template to structure these methods of feedback and assessment can be found here;
<https://www.fph.org.uk/media/1173/blank-doph.pdf>.

D.4. Expectations and judging levels of competence

Undertake regular trainee observation and construct appropriate feedback in line with Programme requirements.

The FPH Curriculum outlines assessment criteria for each learning outcome required in order to track both progression and full attainment of the standards. The framework provides guidance on what would be expected for minimal, partial and full attainment for each learning outcome, although this is largely the role of the Educational Supervisor who is able to review evidence from different projects or placements to assess competence and achievement of a learning outcome. “This guidance enables registrars and supervisors to benchmark training evidence against a graded progression capability”.

Broadly speaking, CSs will find this of relevance in everyday supervision – judging what would be expected of a registrar at this level of training, to guide appropriate feedback on performance and also to identify which projects and degrees of responsibility would be appropriate when agreeing work. Some training locations find it useful to keep records of ‘activities’ carried out by registrars to guide CS decisions and identify particularly good learning opportunities for registrars.

D.5 Useful supervisor reports

Communicate useful feedback to the registrars' educational supervisor on progress, strengths, weaknesses and any areas of concern, and describe the key features of a good supervisors' report.

The assessment of satisfactory progress in the training programme is undertaken at an annual review; this is called an ‘Annual Review of Competence Progression’ (ARCP). The ARCP is a formal review of a specialty registrar’s progress throughout the preceding year. The ARCP panel has two objectives:

- To consider and approve the adequacy of the evidence and documentation provided by the registrar,
- To make a judgment about the registrar’s suitability to progress to the next stage of training or confirm training has been satisfactorily been completed, provided that adequate documentation has been presented.

Progress is judged as passing the FPH examinations and completing competencies in the e-portfolio at an appropriate rate. Further information is available on the PHTP webpages: https://heeoee.hee.nhs.uk/public_health/specialty-training-programme/arcp-public-health.

The Educational supervisor’s report is the formal record for assessment, but Clinical Supervisors are asked to complete a progress report once a year for ARCP, and/or at the end of a placement to inform the ES report and assessment of progress. As Dr Sturgess describes in the video, the accuracy and detail of the ES report and assessments will depend on how well the CS completes their CS report. CSs also provide valuable feedback and assessment of competence at the end of an Activity Summary Sheet, and sign-off of this ASS certifies that the activity contributes to partial attainment of the LO’s listed. Judgements should be referenced to evidence available in the portfolio or observed behaviour.

- **DO THIS - watch** Please review the HEEoE training video: ‘Educational & Clinical Supervisors reports Part 2 – Assessments and EPAs’: <https://heeoee.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=39635045-8d44-4e38-bf01-abe90104a322>

The CS report should provide a thorough and comprehensive summary of the training period being reviewed. You should comment on specific achievements, not just on what areas the StR has worked on, and review progress through the training curriculum. You are asked to identify their strengths and where they have shown particular learning, development or achievement. Areas of registrar's practice that are unsatisfactory should be identified and you should make any suggestions for their future development or areas for improvement. The CS is responsible for writing the report though it is appropriate and normal for the CS to talk with colleagues to use their experience of the trainee's performance during the post to inform the final report.

- Please ensure you are familiar with the CS report template. ES and CS report templates can be found at: https://heeoee.hee.nhs.uk/public_health/specialty-training-programme/arcp-public-health



Supervisors need to consider how they wish to record 1:1s, agree with the registrar who does the recording and how they store this information e.g. asking the registrar to email notes or bullet points with key points and agreed actions after a meeting. This becomes a useful tool for keeping track of actions. It can also be used as supporting evidence for some of the evidence of ethical managing of self and professionalism in the 2010 curriculum. (It can also be used as supporting evidence as part of a consultant's appraisal).

- *StRs who are not making expected progress need to have particularly good training records. Any action taken which may result in them being referred to the StRs in Difficulty panel or being asked to leave the scheme will depend on the evidence in Educational and Supervisor reports.

Questions to support learning and reflection:

- ❖ *If you have written a CS report in the past, please review your report objectively and consider whether your report meets the criteria described above?*
- ❖ *How do you keep track of conversations and agreed actions/meeting outcomes with your registrar?*

References & optional useful resources:

-  More information on the ARCP and how the process works can be found on the Faculty website at <https://specialtytraining.hee.nhs.uk/ARCP>
-  Examples of CS (and ES) reports are available: https://heeoee.hee.nhs.uk/public_health/specialty-training-programme/public-health-educational-and-clinical-supervisors

D. Completing section D of the accreditation form

Please ensure you have collated the following evidence required for accreditation:

Evidence required	
<input type="checkbox"/>	Example of feedback offered to individual e.g. response from registrar, summary of supervision, peer discussion.
<input type="checkbox"/>	Example of workplace-based assessment completed with a trainee (if available).

Please write a reflective note on key learning (using the training materials and any additional learning) to demonstrate how you have met the theme D learning objectives (min. 400 words).

As a Clinical Supervisor, you should be able to:

- D.1. Understand the requirements of, and required preparation for, MFPH exams and support the registrar in working towards these alongside service commitments.
- D.2. Communicate effective feedback to the registrar, including in difficult situations.
- D.3. Understand the principles of workplace-based assessment and use WPBA tools effectively with registrars.
- D.4. Undertake regular trainee observation and construct appropriate feedback in line with Programme requirements.
- D.5. Communicate useful feedback to the registrars' educational supervisor on progress, strengths, weaknesses and any areas of concern, and describe the key features of a good supervisors' report.

EoE Public Health Training programme – Clinical Supervisor Accreditation form

Please complete this accreditation form alongside the 'EoE PHTP Clinical Supervisor Training Guide', which guides you through core learning resources and mandatory training requirements for HEE CS accreditation.

Personal details:

Name:	
Position:	
GMC number or registration:	
Work address:	
Email:	
Contact telephone number:	
Date of previous accreditation (if any):	
Date of application / re-accreditation:	
Date of last educational review at appraisal:	
Educational qualification (PG Cert/Dip/MA) & date of completion (if any):	
Educational courses completed in the last 5 years:	
Supervisor training days (Professional Development days) attended in last year:	

Please ensure that you have attached the required evidence detailed in the table below (as Zip file of docs or copied into a word document):

Evidence required		File name/document
Components	<input type="checkbox"/> eLfh Personal log of completed modules (screenshot) (training component 1)	
	<input type="checkbox"/> Certificate of attendance at online University CS course (HEE approved) (training component 2)	
	<input type="checkbox"/> Certificates of completion of HEE specific videos (training components 3)	
	<input type="checkbox"/> Reflective note (min 400 words) for each of 4 themes	
Theme A	<input type="checkbox"/> Reflective note – theme A	
	<input type="checkbox"/> Job plan which includes educational role	
	<input type="checkbox"/> Inclusion of educational role in appraisal	
	<input type="checkbox"/> FPH CPD certificate from previous CPD year	
	<input type="checkbox"/> Trainee or learner feedback example which has informed your practice	
	<input type="checkbox"/> Peer feedback example which has informed your practice e.g. peer conversation/case based discussion, peer observation, MSF report	
Theme B	<input type="checkbox"/> Reflective note – theme B	
	<input type="checkbox"/> Equality & diversity training certificate (within last 3 years)	
	<input type="checkbox"/> Involvement in induction e.g. induction programme/checklist, meeting agenda, evaluation of induction programme	
Theme C	<input type="checkbox"/> Reflective note – theme C	
	<input type="checkbox"/> Example of assessment of learning needs or consideration of learning needs with trainee / staff e.g. SWOT, supervision notes, Learning agreement, action plan for addressing learning needs, project plan to address learning needs.	
Theme D	<input type="checkbox"/> Reflective note – theme D	
	<input type="checkbox"/> Example of feedback offered to individual e.g. response from registrar, summary of supervision, peer discussion.	
	<input type="checkbox"/> Example of workplace-based assessment completed with a trainee (if available).	

If you wish, please identify one or more learning objectives for your ongoing development as a Clinical Supervisor where we can help to address this and add any further information you would like to submit or any requests for information or support as EoE PH Educator faculty. We welcome all feedback and suggestions: alternatively you can contact the Faculty Development Lead directly.

Learning needs/objectives identified for next year:	
Any other information or comments:	

Signature of Clinical Supervisor:

Date:

EoE PH TP Feedback on application:

Approved as an accredited Clinical Supervisor by

Signature of EoE PH Training Programme Director or Lead for Faculty Development:

Date:

*(Word version available on the PHTP website: https://heeoee.hee.nhs.uk/public_health/specialty-training-programme/public-health-educational-and-clinical-supervisors).