

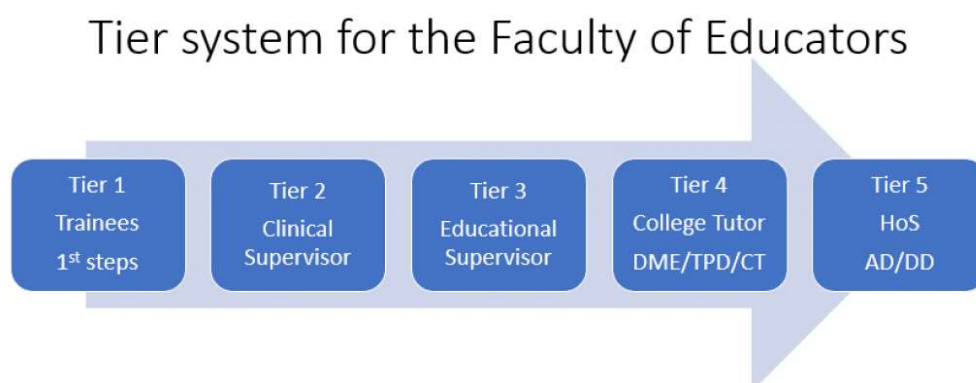
East of England School of Public Health

Policy for Supervisor accreditation and training pathway

1. Overview

- 1.1 **HEE, EoE Faculty Development approach:** The GMC issued guidance and set up a process for recognition of educational and clinical supervisors in July 2016.¹ Health Education England (HEE) is responsible to the GMC for ensuring that all Clinical and Educational supervisors demonstrate competence in these areas for accreditation once every five years. The HEE, EoE tiers for faculty development offer career guidance and career progression for educators.²

Figure 1.



Modifications have been made to the HEE training materials in light of the need for remote training due to the COVID-19 pandemic. A new online learning platform has been commissioned and online resources have been commissioned and developed for Faculty Development. In response, a new PH supervisor training package and accreditation pathway has been developed in July 2020.

- 1.2 **Overview of Supervision in the EoE PH training programme:** Longitudinal supervision is provided throughout five years of Public Health training by a named, accredited Educational Supervisor (ES). 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 ES role is completely separate from the Clinical Supervisor (CS), covering the whole training period and not linked to location. 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.

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.

¹¹ GMC Recognition and Approval of Trainers. Available at: <https://www.gmc-uk.org/education/how-we-qualityassure/medical-schools/recognition-and-approval-of-trainers>.

² <https://heeoe.hee.nhs.uk/faculty-educators/tiered-approach>

- 1.3 **Stepped approach to supervisor training:** Since July 2020, a suite of online learning has been under development by HEE and the School of Public Health to support supervisors to gain and demonstrate competencies in line with the AoME, GMC and FPH standards for educators, and to acquire key knowledge and develop skills to provide effective educational supervision.

A Public Health Clinical Supervisor pathway has been designed to meet the HEE requirements for faculty development, and mirrors educator training in General Practice. It has 3 steps:

Step 1: A **Public Health Clinical Supervisor training package** brings together 4 components of training required by HEE for accredited Clinical Supervisors (CSs), which should all be completed within 12 months (although it can be done earlier). These 4 components are:

- Specific HEE approved E-learning modules (approx. 3 hrs 40 mins) – *to provide key foundation knowledge;*
- HEE accredited supervisor course provided by a Higher Education Institute (HEI) (Anglia Ruskin University) – *to learn the theory;*
- HEE generic online content (videos) (previously Health Education England (HEE) hub days) – *to learn how to apply the theory;*
- Public Health (School Specific) content (videos & documents) - *to learn the nuances in PH training and the PH portfolio;*

Step 2: **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 COGPED standards for educators;*

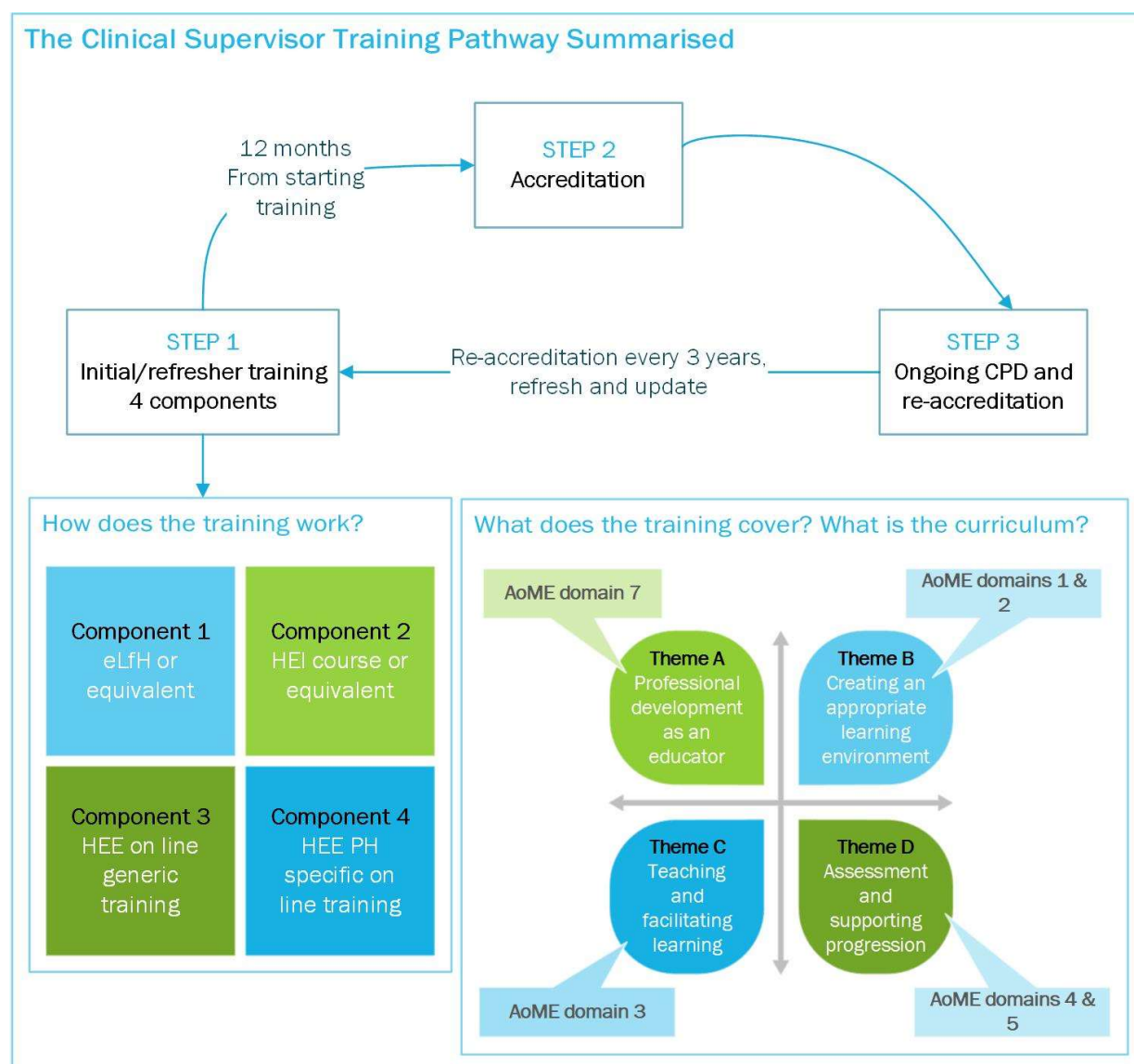
Step 3: **Ongoing Professional Development** – *for updates and development of learning and skills.* For example:

- Bi-annual Public Health Professional Development days (PDDs) and online materials;
- peer observations / reviews;
- HEE hub ‘refresher’ days/e-modules;
- HEE Autumn seminars & Spring symposia;
- HEE Masterclasses;
- attendance at ARCPs.

2. Public Health Clinical Supervisor Pathways

- 2.1 **Pathway overview:** Figure 1 provides an overview of the training pathway for Public Health Clinical Supervisors. The subsequent sections describe in more detail the requirements and the information required to complete each step.

Figure 1: The Clinical Supervisor Training Pathway Summarised



2.2 **Curriculum:** The PHTP CS training and accreditation pathway essentially asks Clinical Supervisors to demonstrate that they have key knowledge and skills in 6 domains of the GMC/Academy of Medical Educators (AoME) standards, every 3 years. For ease, we have mapped these requirements to four learning 'themes' (see Table 1 below):

Table 1: PH CS learning themes mapped to 6 domains of the GMC/AoME Standards

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

Each of the required components of training are mapped to the themes, so that the training materials present a coherent and logical development of knowledge and skills as applied to supervision (see Appendix 1). There are 5 learning outcomes (LOs) for each theme (see Appendix 2). A CS Training package is under development, hosted on the online Bridge learning platform, which offers resources and training materials mapped to support each LO.

- 2.3 Timescales:** The general expectation is that Clinical Supervisor training will be completed within 12 months and Educational Supervisor training within 24 months of commencing the pathway. Clinical Supervisors should apply for accreditation at an appropriate point after CCT: first application to be a Clinical Supervisor or Educational Supervisor can be made one year after CCT (i.e. relevant training and some clinical supervision can be obtained in this first year if desired).
- 2.3 Supervising before accreditation:** In line with the HEE Faculty Development policy for Consultants in a secondary care setting, 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.
- 2.3 Educational supervision before accreditation:** Educational Supervisors must be accredited and approved before becoming a named Educational Supervisor. Applicants can apply to be an Educational Supervisor at the same time as a Clinical Supervisor if they can demonstrate completion of all the required steps and learning. Accreditation as an Educational Supervisor includes both ES & CS accreditation (as the ES training and experience required includes, and exceeds, that required to be a CS).
- 2.4 Transferring accreditation:** Consultants who have been accredited as an Educational or Clinical Supervisor within the last 3 years at a different School or region may submit their previous application paperwork for accreditation in the EoE. Applicants are asked to review the EoE Public Health Clinical Supervisor Application form to assess whether there may be any gaps in their knowledge. Usually, accreditation will be recognised from paperwork from other areas or specialties, but additional evidence or training may be requested to meet the EoE minimum criteria. In particular, Supervisors new to the EoE region will be asked to complete the HEE core content (previously HEE hub day content) and any supervisors from a different specialty will be asked to complete and review the PH specific content.

3. Training components

Section 2 of the application form maps the required training components to each of the four training themes (Appendix 3). This allows applicants to ensure they have completed all the relevant training for each theme and component (see Appendix 1).

- 3.1 E-learning:** HEE requires that supervisors complete specific e-modules in the Educator Hub on the 'e-Learning for Health' platform. Guidance for accessing this learning is available on the HEE webpages.³ The eLfH platform enables the learner to keep a log of all completed modules to evidence participation in this initial step. HEEoE estimates that this e-learning programme for Clinical Supervisors should take approximately 3 hrs and 40 mins.

The Clinical Supervisor (Tier 2a & 2b) e-modules focus on: an introduction to supervision and supporting learners; the practical aspects of supervision; and the basis of workplace-based assessments you will be expected to complete for trainees. The Educational Supervisor e-modules (Tier 3) modules focus on: extending knowledge on supervision and assessment, including: aspects of feedback; and the practical aspects of supporting a trainees progression/development and their assessment at the end of a year of training, including ARCP and MSF.

- 3.2 University courses (HEI days):** Course content of the one day University Clinical Supervisor includes: reflection, planning teaching, educational conversations, teaching skills, teaching knowledge and feedback. The one day University Educational Supervisor course content includes: educational theory, assessment, learner needs and safety, and learning styles.

HEE commissioned an online course from Anglia Ruskin University in June 2020. Feedback from some colleagues has suggested that some of the University courses and HEE days are quite clinically focussed. The School of Public Health have therefore requested a bespoke version of the online course, with PH examples. We hope this will be available to PH colleagues in Winter 2020 / Spring 2021 when workloads might facilitate better uptake of this opportunity.

- 3.3 HEE Core content - the HEE 'hub days':** Course content for the one day HEE Hub day for both Clinical and Educational Supervisors includes: Trainees in Difficulty; Induction, including educational contract; SuppoRTT; Clinical/Educational supervisors report; Educational Hierarchy; and Peer-peer learning.

The HEE hub days have previously offered face-to-face teaching on the practical, everyday aspects of educational supervision that supports the trainer in the areas of supervision they expected to provide. This content is now available online from July 2020 via HEE and the relevant PH videos are listed in the training log (Table 2 above).

Public health supervisors are welcome to attend the HEE hub days in person in future if they prefer and these are usually held several times per year at hospital campuses around the region. These contact days offer the opportunity to meet with fellow educators and consider the practical aspects of supervision in a pragmatic way. Up to date information on HEE hub day dates and opportunities are available on the HEE Faculty Development webpages.⁴

HEE refresher days are also offered for the supervisor wanting to reaccredit or approaching revalidation. It is anticipated that a refresher day or online course will be completed once every 5 years as part of the revalidation cycle.

- 3.4. Public Health specialty specific content:** The HEE hub content will be supplemented by Public Health specific content online e.g. links to the FPH curriculum, ep-portfolio, Policies and procedures, and training videos such as: completing a workplace-based assessment; completing a useful CS report.

³ https://heeo.ee.hee.nhs.uk/sites/default/files/e-learning_guide_tier_3.pptx

⁴ <https://heeo.ee.hee.nhs.uk/faculty-educators/tiered-approach/tier-2-clinical-supervisor/tier-2-hee-contact-days>

- 3.5 Prior training or qualifications:** If a supervisor has recent evidence (within the last 3 years) to support prior learning and training in these areas (e.g. e-modules, Medical Educator course or Postgraduate certificate) there is no need to repeat an e-learning module or attend the HEI course. Supervisors should demonstrate this knowledge and how they apply it in the reflective note in the application form. If more than 3 years has passed since training, HEE, EoE recommend refreshing the knowledge by completing the suggested modules.⁵

Those with higher qualifications may still find it useful to look at the e-LfH modules, as there are specific modules that may not have been covered in the PgCert that supervisors are still expected to deliver. Those with previous qualifications are also likely to find the supervisor courses useful; they offer the opportunity to connect with fellow educators and consider the practical aspects of supervision in a pragmatic way.

4 Applying for accreditation or re-accreditation

- 4.1 Applications forms:** A new application form helps to guide a CS through the training package (see Appendix 3). It includes a log of the mandatory training content which must be completed (section 2 of the form and Appendix 1). Section 3 of the form details relevant evidence applicants are required to attach for each of the four training themes. There are specific pieces of evidence to attach to an application form to demonstrate how learning has been implemented and to evidence that CSs are supervising at the expected level. These should be easy to produce as should be part of usual supervisory practice with a registrar or in a line management role.
- 4.2 Reflective notes:** Applicants will be asked to submit a reflective note for each of the four themes (approx. 400 words), on key learning (using the training materials and any additional learning) to demonstrate how they have met the theme learning objectives.
- 4.3 Appraisal and revalidation:** This process of applying for accreditation is designed to complement revalidation and appraisal paperwork, which requires Consultants involved in training to demonstrate appropriate knowledge, skills and attitudes in each of the 7 domains in their annual appraisal. The mapping of the framework and application form, and wider HEE, EoE faculty development offerings, should help Supervisors populate each domain of their appraisal paperwork. We anticipate that this training can be used as part of CPD as an educator (e.g. minimum 15 credits) and the reflective notes can be used for FPH CPD and for appraisal / revalidation, and therefore be a time-efficient and useful exercise.
- 4.4 Re-accreditation:** All Educational and Clinical Supervisors will be expected to re-apply for accreditation (using the same application form) every 4 years. Supervisors will be advised that their accreditation has expired at 3 years, and will be expected to have completed their update training and application for reaccreditation within the subsequent 12 months. As an interim measure, due to the current limitations and pressures on colleagues during the pandemic, and the availability of the accredited theory courses, HEE have extended a grace period for current unaccredited CSs. All Consultants who are a named 'CS' are now expected to complete the CS training and accreditation process by September 2021. This should enable both Clinical and Educational supervisors to continue supervising until re-accreditation has been completed by September 2021.

⁵ <https://heeo.ee.hee.nhs.uk/faculty-educators/tiered-approach/educator-development-faq>

- 4.5 As part of the new HEE requirements, all Educational Supervisors and any Clinical Supervisors applying for initial re-accreditation will be required to complete the online University course, and the HEE and PH specific content as it becomes available.
- 4.6 For subsequent re-accreditation in future, applicants would be expected to demonstrate on the application form how their learning has evolved and how they have kept up to date. It would be expected that applicants for re-accreditation might need to repeat certain online modules, of either the core educational content, HEE or PH specific content depending on how current policies and curriculae/training standards had changed since their previous accreditation but this would be kept to a minimum as far as possible. The Lead for Faculty Development will provide updates on key changes as they occur – to STC to amend this policy, and to the training faculty to ensure they can keep apprised of changes which may affect them or their trainees.
- 4.7 **Approval and feedback:** All applications for supervisor accreditation will be reviewed within one month of receipt and approved or rejected by the School of Public Health Lead for Faculty Development. Feedback will be offered to the applicant and a letter confirming accreditation will be issued. If further evidence is needed to meet the HEE minimum requirements, the Lead for Faculty Development will liaise with the applicant to ask for additional supporting evidence or information and offer support or suggestions for additional training or development where needed. Applicants are also invited in the application form to identify professional development goals and to note any learning needs they have so this can be accommodated and addressed in the Faculty Development PDDs and online resources.
- 4.8 **Appeals or concerns:** If there are any areas of concern or uncertainty, the Faculty Development Lead will refer the application to the Head of School for a second opinion. If an applicant is not satisfied with the review process, they can appeal to the Head of School or Lead for Quality for a second review.
- 4.9 **Interviews:** An approval interview will be held for all Educational Supervisors and all new Clinical Supervisors. This will involve further discussion around learning and experience across the four training themes. The interview will usually be with two members of the School management team.

5. Educational Supervisor Training

- 5.1 A training package will be developed in Autumn/Winter 2020 for new Public Health Educational Supervisors, in the hope of recruiting new ESs in 2021 once colleagues hopefully have more capacity and CPD requirements to fulfil. This will build on the CS training materials and identify additional requirements for ESs and appropriate materials.
- 5.2 At present HEE specifies eLfH modules which ESs should complete. Discussion is ongoing with HEE regarding the content of the ES commissioned courses (no online ES course is currently available). Specific topics have been identified from the HEE content to create useful supportive materials for ESs e.g. on preparing for ARCP; producing an effective ES report; and supporting career progression.
- 5.3 A peer cohort will be set up for 4 current ESs whose ES accreditation has currently expired (plus two who are due to expire shortly), to identify any gaps or refresher topics to enable them to meet the new HEE requirements for ESs. This will aim to support reaccreditation for these individuals by the end of the grace period, September 2021.
- 5.4 All ESs will be invited to join the new CS online course delivered by ARU in 2021, to offer part of the bespoke reaccreditation training for ESs.

6 Post-accreditation

- 6.1 **PDDs:** All Supervisors will be expected to attend the School of Public Health Professional Development days, held twice a year, usually in May and November. Supervisors will be added to an email distribution list and will also be asked to engage with any communications from the Lead for Faculty Development or other members of the School team, providing updates on training and opportunities for professional development.
- 6.2 **Attendance at STC & ARCP:** In addition, Educational Supervisors are expected to attend Specialty Training Committee (at least once per year) and attend an ARCP once every 3 years.
- 6.3 **Regional Professional development opportunities:** HEE also offer a number of face-to-face targeted masterclasses and a bi-annual educator symposium to provide a choice in ways an educator can up-date or refresh their knowledge and skills. It is desirable to attend an HEE symposium at least once every 3 years and an HEE refresher contact day once every 5 years (minimum). Day 2 of the symposium is open to all supervisors, and Masterclasses and the full symposium are open to all Educational Supervisors. (Once a masterclass has been attended a period of 3 years should elapse before that same masterclass is re-booked (unless in special circumstances)).

Policy written by Dr Kirsteen Watson, Lead for Faculty Development, School of Public Health

V1 Reviewed and amended by SMT: Jan Yates, Anne Swift, Sara Godward, Hannah Gunn

V2 Circulated to STC for comments by 3rd July 2020.

V3 Significant amendments in light of HEE developments regarding online supervisors training – development of a new pathway and training package.

V4 Circulated to STC and reviewed at STC meeting on 7th Sept 2020.

This policy was reviewed and agreed at STC on: 7th July 2020

This policy is due for review on: 7th July 2022

Appendix 1: Summary Log of mandatory Public Health Clinical Supervisor Training materials

Theme	Component	Modules/videos/documents to review	Link	Date completed
A. Professional development as an educator	<u><i>PH specific content – webinar (90 mins)</i></u>	Introduction to being a PH Clinical Supervisor in the EoE		
	<u><i>PH specific content - document</i></u>	EoE PH TP policy: Supervisor accreditation & training pathway policy 2020		
	<i>HEE video</i>	Educational and Clinical Supervision – introduction to the HEE tiered approach:	https://heeo.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=054cb60f-351e-4674-921e-abe90104a1d4	
	<u><i>PH specific content - document</i></u>	FPH information for Educational Supervisors	https://www.fph.org.uk/training-careers/specialty-training/regulation-of-training/	
	<u><i>PH specific content - document</i></u>	FPH Public Health curriculum	https://www.fph.org.uk/media/1882/ph-curriculum-2015_updated.pdf	
	<u><i>PH specific content - document</i></u>	FPH Training supervisor/e-portfolio guidance	https://www.fph.org.uk/training-careers/specialty-training/training-eportfolio/	
	<u><i>PH specific content - document</i></u>	EoE Public Health Training programme overview (inc. roles & responsibilities of the PH CS)		
	<u><i>PH specific content - document</i></u>	EoE Public Health Training programme Policies and Procedures document		
	<u><i>HEE video – 7 mins</i></u>	Professional Support and Wellbeing service	https://heeo.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=9ae3d200-0402-4cb6-b0e1-abd70083b2f6	
B. Creating and maintaining a positive and safe environment for learning	<u><i>PH specific content - Video (~10 mins)</i></u>	Induction, establishing a positive relationship & educational contract*		
	<u><i>PH specific content - document</i></u>	EoE PH TP policy: Supervisor accreditation & training pathway policy 2020		
	<i>eLfH module</i>	‘Supervision’	https://portal.e-lfh.org.uk/Component/Details/458723	
	<i>eLfH module</i>	‘Equality & Diversity’ (OR own organisational equivalent)	https://portal.e-lfh.org.uk/Component/Details/458735	
	<i>eLfH module</i>	‘Supporting learners’	https://portal.e-lfh.org.uk/Component/Details/458768	

	<i>HEE video (16 mins)</i>	Trainees in difficulty	https://heeo.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=80d75f8e-ea0f-42ab-9fbf-abd000b2380c	
	<i>HEE presentation (slides)</i>	Psychological and cultural safety		
	<i>HEI course</i>	Anglia Ruskin University Course topic: Planning teaching and educational conversations		
C. Teaching and facilitating learning	<i>eLfH module</i>	'Assessing Educational Needs'	https://portal.elfh.org.uk/Component/Details/457940	
	<i>eLfH module</i>	'Reflection and reflective practice'	https://portal.elfh.org.uk/Component/Details/511368	
	<i>HEI course</i>	Anglia Ruskin University course topic: 'Reflection' & 'Teaching/learning skills'		
D. Assessment & supporting registrar progress	<i>eLfH module</i>	'Effective Feedback'	https://portal.elfh.org.uk/Component/Details/458747	
	<i>HEI course</i>	Anglia Ruskin University course topic: 'Feedback'		
	<i>eLfH module</i>	Workplace and Practice Based Assessments	https://portal.elfh.org.uk/Component/Details/458753	
	<i>PH specific – video (~10mins)</i>	Workplace based assessments in Public Health		
	<i>HEE video</i>	Educational & Clinical Supervisors reports Part 2 – Assessments and EPAs	https://heeo.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=39635045-8d44-4e38-bf01-abe90104a322	
	<i>PH specific – video (~10mins)</i>	Assessment - Clinical Supervisor Report & ARCP		

Appendix 2: Learning objectives for PH CSs mapped to 4 training themes

Overview of learning objectives & key topics for Clinical Supervisor training and accreditation		
Theme	Key topics for Bridge platform	Key learning objectives As a Clinical Supervisor, you should be able to:
A. Professional development as an educator	• 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.
	• Trainee feedback & evaluating your skills	A.2 Devise and implement strategies to seek feedback and use reflection to improve as a supervisor.
	• Clinical Supervision – what it entails	A.3. Understand the responsibilities for clinical supervision of registrars.
	• EoE PHTP overview & structure	A.4 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.
	• Guide to the FPH curriculum & the e-portfolio	A.5. 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.
B. Creating and maintaining a positive and safe environment for learning	• Equality & diversity	B.1. Create a positive and effective environment in the workplace which encourages diversity and ensures equality of opportunity for registrars.
	• Effective induction	B.2. Describe the important features of induction to the workplace and critically evaluate and improve existing induction programmes.
	• Supporting trainees in difficulty	B.3. Be able to identify warning signs of a registrar in difficulty, and how to record and escalate any concerns.
	• EoE PHTP, HEE & Lead Employer Policies and procedures	B.4. Describe 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).
	• Professional Support and Wellbeing Unit	B.5. Develop an effective relationship for learning e.g. maintaining the confidence of registrars, being approachable, having protected time for supervision.
C. Teaching and facilitating learning	• Assessing learning needs & developing a learning agreement	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.
	• Principles of workplace-based learning	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.
	• Models of teaching and learning	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.
	• Developmental conversations	C.4. Hold an effective developmental conversation with a registrar, including the use of questioning techniques to promote self-directed learning.
	• Using and encouraging reflective practice	C.5. Encourage and support a registrar to engage in meaningful reflective practice
D. Assessment & supporting registrar progress	• 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.
	• Expectations and judging levels of competence	D.2. Undertake regular trainee observation and construct appropriate feedback in line with Programme requirements.
	• Workplace learning and completing workplace-based assessments	D.3. Understand the principles of workplace-based assessment and use WPBA tools effectively with registrars.
	• Effective feedback	D.4. Communicate effective feedback to the registrar, including in difficult situations.
	• 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.

Appendix 3: PHTP Clinical Supervisor training and accreditation – learning objectives & key topics for training

EoE Public Health Training Programme

Clinical Supervisor Training Curriculum & Accreditation Application form

This 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 3 years**.

This training and application form covers four broad themes. Section 2 is a personal log of all the mandatory training materials you are required to complete for each theme. Section 3 details the learning outcomes you are expected to achieve and relevant evidence you are required to attach for each of the four themes. The online Bridge 'EoE PHTP Clinical Supervisor training and accreditation' package (weblink) also guides you through this required training for accreditation and this application. You are advised to complete this paperwork as you follow the online package.

You are asked to submit a reflective note which demonstrates your learning for each of these four themes. Please complete all sections and attach the relevant evidence before submitting your completed application. If you require any further help or support, please contact phschool.eoe@hee.nhs.uk and the Lead for Faculty Development will be happy to help.

Please complete the details form below in **Word format** (so the Faculty Development Lead can add comments and a signature) and embed any evidence as Word, Excel or PDF documents.

**Please ensure all trainee names or ID numbers are removed so the evidence is anonymous as far as possible.*

Section 1: Personal details

Name:	
Position:	
GMC number or registration:	
Address:	
Email:	
Contact telephone number:	
Role applied for: (If you wish to be considered as both an ES and CS please complete the ES form)	Clinical Supervisor
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:	
Equality & Diversity training completed in last year:	
Supervisor training days (Professional Development days) attended in last year:	

Section 2

Summary Log of mandatory Public Health Clinical Supervisor Training materials

Theme	Component	Modules/videos/documents to review	Link	Date completed
A. Professional development as an educator	<u>PH specific content – webinar (90 mins)</u>	Introduction to being a PH Clinical Supervisor in the EoE		
	<u>PH specific content - document</u>	EoE PH TP policy: Supervisor accreditation & training pathway policy 2020		
	<u>HEE video</u>	Educational and Clinical Supervision – introduction to the HEE tiered approach:	https://heeeoe.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=054cb60f-351e-4674-921e-abe90104a1d4	
	<u>PH specific content - document</u>	FPH information for Educational Supervisors	https://www.fph.org.uk/training-careers/specialty-training/regulation-of-training/	
	<u>PH specific content - document</u>	FPH Public Health curriculum	https://www.fph.org.uk/media/1882/ph-curriculum-2015_updated.pdf	
	<u>PH specific content - document</u>	FPH Training supervisor/e-portfolio guidance	https://www.fph.org.uk/training-careers/specialty-training/training-eportfolio/	
	<u>PH specific content - document</u>	EoE Public Health Training programme overview (inc. roles & responsibilities of the PH CS)		
	<u>PH specific content - document</u>	EoE Public Health Training programme Policies and Procedures document		
	<u>HEE video – 7 mins</u>	Professional Support and Wellbeing service	https://heeeoe.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=9ae3d200-0402-4cb6-b0e1-abd70083b2f6	
B. Creating and maintaining a positive and safe environment for learning	<u>PH specific content - Video (~10 mins)</u>	Induction, establishing a positive relationship & educational contract*		
	<u>PH specific content - document</u>	EoE PH TP policy: Supervisor accreditation & training pathway policy 2020		
	<u>eLfH module</u>	‘Supervision’	https://portal.e-lfh.org.uk/Component/Details/458723	
	<u>eLfH module</u>	‘Equality & Diversity’ (OR own organisational equivalent)	https://portal.e-lfh.org.uk/Component/Details/458735	
	<u>eLfH module</u>	‘Supporting learners’	https://portal.e-lfh.org.uk/Component/Details/458768	
	<u>HEE video (16 mins)</u>	Trainees in difficulty	https://heeeoe.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=80d75f8e-ea0f-42ab-9fbf-abd000b2380c	

	<i>HEE presentation (slides)</i>	Psychological and cultural safety		
	<i>HEI course</i>	Anglia Ruskin University Course topic: Planning teaching and educational conversations		
C. Teaching and facilitating learning	<i>eLfh module</i>	'Assessing Educational Needs'	https://portal.elfh.org.uk/Component/Details/457940	
	<i>eLfh module</i>	'Reflection and reflective practice'	https://portal.e-lfh.org.uk/Component/Details/511368	
	<i>HEI course</i>	Anglia Ruskin University course topic: 'Reflection' & 'Teaching/learning skills'		
D. Assessment & supporting registrar progress	<i>eLfh module</i>	'Effective Feedback'	https://portal.e-lfh.org.uk/Component/Details/458747	
	<i>HEI course</i>	Anglia Ruskin University course topic: 'Feedback'		
	<i>eLfh module</i>	Workplace and Practice Based Assessments	https://portal.e-lfh.org.uk/Component/Details/458753	
	<i>PH specific – video (~10mins)</i>	Workplace based assessments in Public Health		
	<i>HEE video</i>	Educational & Clinical Supervisors reports Part 2 – Assessments and EPAs	https://heeo.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=39635045-8d44-4e38-bf01-abe90104a322	
	<i>PH specific – video (~10mins)</i>	Assessment - Clinical Supervisor Report & ARCP		

Section 3 Themes for reflection, learning objectives & evidence required

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 Devise and implement strategies to seek feedback and use reflection to improve as a supervisor.
- A.3. Understand the responsibilities for clinical supervision of registrars.
- A.4 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.5. 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.

Evidence required for accreditation:

Evidence required	Attached with application (tick):
Attendance certificate for introductory PH CS webinar	
Job plan which includes educational role	
Inclusion of educational role in appraisal	
FPH CPD certificate from previous CPD year	
Trainee or learner feedback example which has informed your practice	
Peer feedback example which has informed your practice e.g. peer conversation/case based discussion, peer observation, MSF report	
eLfH Personal log of completed modules (screenshot) (training component 1)	
Certificate of attendance at HEI course (training component 2)	
Log of completion of HEE & PH specific videos (see table at end) (training components 3 & 4) – see section 2	

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):

(Box will expand as you type)

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. Create a positive and effective environment in the workplace which encourages diversity and ensures equality of opportunity for registrars.
- B.2. Describe the important features of induction to the workplace and critically evaluate and improve existing induction programmes.
- B.3. Identify warning signs of a registrar in difficulty, and how to record and escalate any concerns.
- 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. Develop an effective relationship for learning e.g. maintaining the confidence of registrars, being approachable, having protected time for supervision.

Evidence required for accreditation:

Evidence required	Attached with application (tick):
Equality & diversity training certificate (within last 3 years)	
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):

(Box will expand as you type)

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

Evidence required for accreditation:

Evidence required	Attached with application (tick):
Attendance at ARU (HEI) course OR equivalent Medical Education qualification	
Two examples 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.	

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 C learning objectives (min. 400 words):

(Box will expand as you type)

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. Undertake regular trainee observation and construct appropriate feedback in line with Programme requirements.
- D.3. Understand the principles of workplace-based assessment and use WPBA tools effectively with registrars.
- D.4. Communicate effective feedback to the registrar, including in difficult situations.
- 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.

Evidence required for accreditation:

Evidence required	Attached with application (tick):
Example of feedback offered to individual e.g. response from registrar, summary of supervision, peer discussion.	
Example of workplace-based assessment completed with a trainee.	
Example of formal feedback to an organisation e.g. Clinical Supervisor report, written feedback to Educational Supervisor or TPD, line manager report, appraisal report for someone, MSF submission for someone	

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 D learning objectives (min. 400 words):

(Box will expand as you type)

Section 4 Declaration & feedback

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 Faculty Development SES:

Date:

