

EoE Public Health Training Programme: Roles & responsibilities of ESs & CSs

Roles and responsibilities of Educational Supervisors

Ensure a safe and positive learning environment:

- Oversee the education of a trainee across placements;
- Keep knowledge of the FPH curriculum requirements and e-portfolio up to date, including expected levels of competence;
- Meet with registrar regularly every 4-6 weeks, and at the beginning and end of every placement to review and monitor progress;
- Ensure registrars have received a thorough induction and check whether their learning environment is safe, positive and supportive;
- Ensure registrars have a CS available and supervision is appropriate for their needs.

Support assessment of learning needs and work programme:

- Identify learning needs and opportunities required to enable the registrar to meet the curriculum;
- Agree a Learning Agreement every 6 months, or for every new placement (and if relevant, LTFT training plan);
- Ensure work allocated in training locations is suitable for stage of training and learning needs;
- Ensure the registrar participates in 360 appraisal and support reflection on findings;
- Advise on achievement of KA10 competencies and opportunity for KA10 panel.

Review educational progress and support professional development

- Review portfolio of work, including outcomes of workplace-based assessments and conduct case-based discussions where relevant;
- Review educational progress against the curriculum and learning agreement and provide guidance as needed at regular intervals;
- Review and sign off learning outcomes, to confirm expected level of competence;
- Review and provide written feedback in Activity Summary sheets for work conducted outside of regular placements e.g. publications, teaching, exams;
- Provide specific, constructive and timely feedback on progress and reflection;
- Encourage reflective practice to consolidate and expand learning;
- Complete a structured Educational Supervisor report that discriminates between strengths and any areas for improvement.

Provide line management functions, including pastoral support:

- Develop a supportive relationship and provide signposting to support for health and wellbeing;
- Facilitate access to careers advice;
- Be able to recognise signs of a trainee in difficulty; identify and escalate any issues or concerns regarding registrar performance, progress or welfare to the TPD and if required, prepare remediation support plan with Training Programme Director.
- Review "Form R (Part B)" (for appraisal) and report any Serious Incidents involving registrars;
- Consider and sign-off Study Leave requests; monitor annual leave days taken
- Review and sign-off sickness absence form and conduct return-to-work interviews;
- Review and sign-off expenses claims.

Roles and responsibilities of Clinical Supervisors

- Oversee the education of a trainee in a specific placement;
- Keep knowledge of the FPH curriculum requirements and e-portfolio up to date, including expected levels of competence;
- Provide protected time for supervision and ensure registrar has access to support when required (e.g. access to Consultant team if you are unavailable);
- Plan induction with "Training Location lead" and ensure the learning environment is safe, positive and supportive;
- Identify learning needs and opportunities required to enable the registrar to meet the curriculum;
- Agree a work programme and projects suitable for stage of training and targeted to achieve the Learning Agreement/LOs, including areas of responsibility as appropriate;
- Review progress and provide guidance as needed at regular intervals;
- Provide specific, constructive and timely feedback on performance and reflection;
- Encourage reflective practice to consolidate and expand learning;
- Review and provide written feedback in Activity Summary sheets to evidence work contributing to specific learning outcomes has been achieved;
- Organise/contribute to workplace-based assessments;
- Write a Clinical Supervisor report to inform the Educational Supervisor report for ARCP;
- Sign Annual Leave records and notify the ES and TPD of any unauthorised absence;
- Identify and escalate any issues or concerns regarding registrar performance, progress or welfare to the ES and TPD.
- Encourage access to and participation in regional training and study leave

Document title: EoE Public Health Training Programme: Roles & responsibilities of ESs & CSs
Version: 1
Author: Kirsteen Watson (TPD & Faculty Development Lead)
Approved by: Jan Yates (EoE Public Health Head of School) & Sara Godward (TPD)
Approval date: April 2021
Review date: April 2023