

EoE PH Educational & Clinical Supervisor Development Day

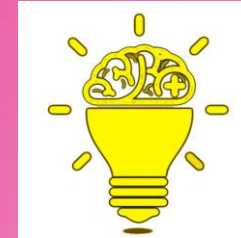
12th June 2019

- Jan Yates, Head of School
- Kirsteen Watson, SES Faculty Development, Quality & Strategic Development lead
- Sara Godward, Training Programme Director - South Zone
- Anne Swift, Training Programme Director - North Zone

Post it preferences!

- New post it for each idea please....
- Pink: KNOWLEDGE
 - What topics or issues would you like to cover today? Burning questions!
- Green: SKILLS
 - What skills would you like to learn or practice in the practical workshop this afternoon?

KNOWLEDGE



SKILLS



Session 1

Roles and responsibilities of an Educational Supervisor

- *An update on the new ES contract and appraisal*
- *How do we link with Clinical Supervisors and the 'Location' leads?*

ASDP

	Objective	Outcome	Timeframe
1	Agree school quality framework and implement priority quality improvement plans in identified priority areas	<ul style="list-style-type: none"> - Review and streamline self assessment tool for placements including health protection placements - Integrate survey data and trends into quality assessment of training - Evaluations of training/development scheme activities built into quality assessment - Practitioner quality metrics included 	March 20 – high priority for early work lead by quality lead
2	Assure robust educator accreditation and quality improvement plan	<ul style="list-style-type: none"> - Implement sustainable systems in line with GMC requirements - Sufficient supervisors, assessors and verifiers to meet the training needs including the full range of sub-specialisms - Faculty CPD supported 	March 20 – high priority for early work led by FD lead
3	Establish school processes and working instructions to ensure sustainable systems are in place for ongoing administration	<ul style="list-style-type: none"> - Contractual arrangements and working instructions agreed between HEE and lead employer - Shared filing systems and in house SOPs to enable resilience - Sustainable admin solution agreed 	March 20 – high priority for early work led by admin support
4	Develop a strategic vision for the role of the school in development of the future public health and non-public health workforces	<ul style="list-style-type: none"> - Principles agreed for the development of new training placements - Where there are plans in place for cross specialty working ensure agreed outcomes and evaluation built in - Specifically define the place of the practitioner development scheme 	Vision by March 20 but lower priority for early delivery

ES contract – must dos

- 0.25PAs per registrar
- 12 days per yr (minus 1 day A/L) per StR
 - Exam prep support
 - Extra support if necessary/difficulties
 - Sign off leave/expenses
 - Career discussions
 - Placement discussions
- ARCP paperwork
 - LO sign off
 - updated guidance including portfolio QA review, support for management appraisal and revalidation
- Annual appraisal & educational objective

03/10/2018
Final

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Health Education England

Public Health Specialty Training Programme
Role description: Educational Supervisors

This role description covers a number of Specialist Educational Supervisor (SES) posts with– each of which has a different focus.
A postholder can hold more than one post (e.g. cover more than one area of focus).
HEE will issue a letter of appointment to the postholder.

Job title:	Educational Supervisor
Grade:	Consultant or equivalent seniority;
Accountable to:	Health Education England (East of England office);
Reporting to:	Training Programme Director/Specialist Educational Supervisor;
Base:	Regional role and travel, but largely working from postholder's existing base;
Time commitment:	Flexible from half to 2 PAs per week;
Duration:	Fixed term of 3 years with annual appraisal, may be extended for 2 years and in exceptional circumstances, longer.

Role overview:

An Educational Supervisor is a named individual who is responsible for supporting, guiding, monitoring and managing the overall educational pathway and progress of a group of named registrars for the duration of their training programme. The Educational Supervisor is required to oversee the education of his/her registrars, ensure that they make the necessary technical, clinical and educational progress, act as a mentor, and provide pastoral care and career guidance. S/he is responsible for developing, together with the registrar, the registrar's educational agreement and will relate educational objectives to feedback and outcomes from annual assessments (ARCP). The Educational Supervisor will liaise with the current clinical supervisor for an individual registrar to ensure that the range and level of service work allocated is appropriate for the stage of training and with identified educational objectives. The Educational Supervisor may additionally act as the clinical supervisor for one or more of their allocated registrars or for other registrars. These two roles are separate. Educational Supervisors should seek protected time allocated in their job plans to allow for this essential function which ensures continuing development and supply of a future specialist workforce. The GMC defines an educational supervisor as 'a trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a specified registrar's educational progress during a training placement or series of placements. The Educational Supervisor is responsible for the registrar's Educational Agreement.'
Where possible, it is desirable for registrars to have the same educational supervisor for the whole of their training programme or for stages of training (e.g. the early years or more advanced years of training).¹¹

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@wavywavywavy

ES contract – discussion areas

- Regular ES meetings – how often, format
- STC attendance – min 1 per year
- ARCP attendance – ½ day per yr
- Fac dev day attendance – 2 per yr
- Training location responsibility
- Oversight of CSs
- Other things?

Faculty

- Clinical Supervisors
- Training Location Leads / Quality Leads
- How do we all link and support each other?

Session 2

Accreditation and development

- *What are the expectations and requirements for accreditation of ESs & CSs every three years?*
- *How can a new ES Framework and forms make it better and easier?!*

School Board Quality remit

- GMC [Promoting Excellence](#) (2016)

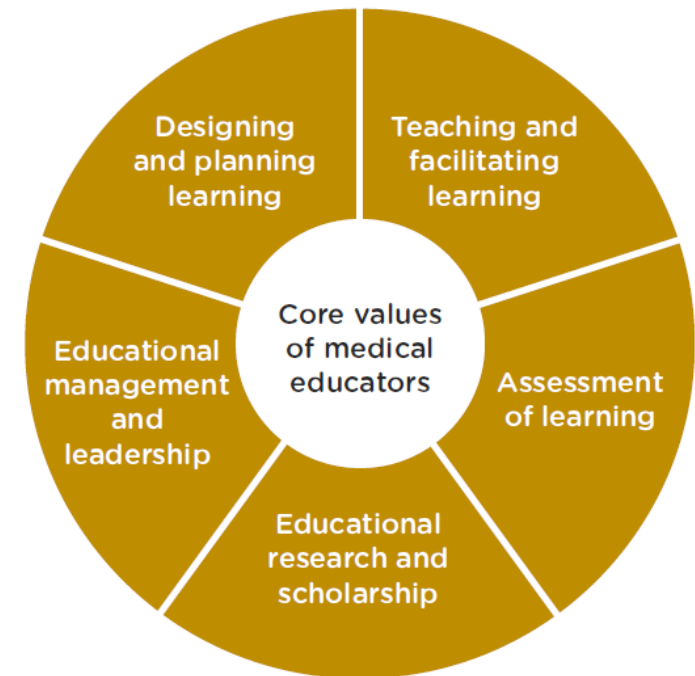
➡ Training Location Quality standards & QA self-assessment (PH)

- GMC standards for [Recognition and Approval of Trainers](#) & [The Good Medical Practice Framework for Appraisal and Revalidation](#) (2012)
- Applied to seven areas in AoME [Professional Standards for Medical Educators](#) (Updated 2014)
- FPH [Criteria and Standards for ESs](#) (2016)

➡ Educational & Clinical Supervisor Frameworks (PH) *Draft*

AoMe professional framework for annual appraisal and subsequent revalidation

- To clarify the professional characteristics and capabilities that must be demonstrated and maintained by medical educators.
- To enable educators to demonstrate that they continue to meet the minimum GMC education requirements for revalidation
- To support medical educators in identifying further professional development needs.



ES & CS Accreditation process

- Requirement from GMC → HEEoE
- Demonstrate evidence against 7 areas for ES, 5 domains for CS
- Accreditation every 3 years
- Includes E&D training
- Some other areas require a complete separate GMC type appraisal for educator role

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Health Education East of England

HEE Approval/Re-approval of Clinical Educators including Clinical and Educational Supervisors

This form is to be used in all Local Education Providers (LEPs) to select or re-select clinical educators. It may be required by HEEoE or the GMC to demonstrate that clinical educators have been selected having demonstrated understanding of the areas of the AoME clinical supervisor framework. It must be completed by the supervisor to support initial approval as a supervisor within a LEP and again on re-selection, normally every 3 years. HEEoE expects that by September 2017 every clinical and educator supervisor will have been selected using this form at least once.

Please complete the details form below

Name:	Speciality:	Position:	Email:
GMC Number:	Educational role (delete):	Clinical Supervisor	Educational Supervisor
Preparatory course title & Institution: (E.g. College or local course)	Date course completed:	E&D Certificate date:	
Date of last educational review at appraisal:	Educational PAs in the job plan:	Speciality/ies of trainees to who supervision is provided (e.g. foundation, GP)	

Please complete the table below (please see overleaf)

Domain areas	Suggested evidence	Supervisor to complete
1) Ensure safe & effective patient care through training	How do you ensure education contributes to patient safety? Describe the aims of your trainee induction.	
2) Establish & maintain an educational environment	Describe a clinical setting where you feel the learning environment is good or one that could be improved, stating your reasons	

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Clinical and Educational Supervisor application form

Clinical Supervisor

Area – GMC/ AoME

Educational Supervisor

✓

1. Ensuring safe and effective patient care

✓

✓

2. Establishing and maintaining an environment for learning

✓

✓

3. Teaching and facilitating learning

✓

✓

4. Enhancing learning through assessment

✓

5. Supporting and monitoring educational progress

✓

6. Guiding personal and professional development

✓

✓

7. Continuing professional development as an educator

✓

Professional Standards	Educational Supervisors
1. Ensure safe & effective patient care through training 1) Placement/programme induction 2) Mandatory training 3) Encouraging StR s to take responsibility for training 4) Balancing service with education 5) Using education to improve patient care, e.g. in handover and transitions 6) Patient consent	<ul style="list-style-type: none"> Evidence of undertaking mandatory training Correspondence with clinical supervisor to discuss StR issues OR <ul style="list-style-type: none"> Reflective note to cover these criteria
2. Establish & maintain an educational environment 1) Creating learning environments 2) Evaluating learning and training 3) Protecting/challenging learners 4) The Learning Relationship 5) Multi-professional learning and teaching	<ul style="list-style-type: none"> Equality & Diversity Training Certificate obtained after April 2013. Example of communication with clinical supervisor in relation to this standard.
3. Teach & facilitate learning 1) Assessing learning needs 2) Reflection 3) Teaching / training skills (small group teaching, feedback, simulation, peer teaching, curriculum development) 4) Educational methodologies including technology enhanced learning	<ul style="list-style-type: none"> Learning agreement developed with StR in past two years; OR <ul style="list-style-type: none"> Evaluation of any teaching session delivered in past 2 years with action plan to address student feedback or colleague feedback if a result of peer observation of teaching/ training session; OR <ul style="list-style-type: none"> 360 degree feedback done in past 2 years covering this.
4. Assessment of learners 1) Principles & practice of using WPBAs 2) ARCPs or equivalent assessments 3) Calibration	<ul style="list-style-type: none"> Course certificate Example of completed ES report Reflective note - Calibration of competence
5. Supporting & Monitoring Educational Progress 1) Career advice 2) Supporting long term learning plans 3) Peer appraisal 4) Mentoring, coaching & advocacy 5) Role modelling 6) Team working and learning	<ul style="list-style-type: none"> Evidence against the 6 points listed; this could be in the form of a reflective note drawing on work activities, courses attended, experiential learning. OR <ul style="list-style-type: none"> Appraisal summary from previous year documenting discussion of this role.

- ?Not descriptive enough / not enough detail to complete accurately
- ?Clinical environment focussed
- ?Disparities between submissions
- ?Not thorough enough for Quality purposes
- ?Not helpful for development and support

What are your views?

**Note: All ESs except one are due for re-accreditation before Sept! 😊*

Proposal...

New Framework for PH Educational and Clinical Supervisors

- Aims of a new framework:
 - Provide clear, straightforward criteria and more explicit examples of evidence
 - Translate GMC criteria into PH friendly terms
 - Identify areas for improvement / areas to focus support or resources
 - Enables us to demonstrate and improve Quality & strive for excellence
- NOT!
 - More unnecessary bureaucracy...
 - It is necessarily larger but focussed

Comparison with elsewhere....

Professional Development Framework for Educators



Proposed Quality standards

- Master Excel spreadsheet
 - Maps seven GMC domains against FPH criteria
 - Describes competencies & responsibilities for Programme / Training Locations / ESs / CSs
 - Translates this into key learning outcomes for Supervisors
 - Examples of evidence to demonstrate competency in each domain
 - Also for information & planning – resources to include in a Supervisor Training Pack; courses or workshops that could address the LOs; available e-modules; etc.

More simplified ES / CS frameworks

- Word table – 4 pages for CS / 5 pages for ES
- Describes core competencies for each of the 7 areas
- Key learning outcomes to achieve for each
- Examples of evidence which could demonstrate competence, plans for improvement or keeping up to date

What do you think?

- Review it....gain useful knowledge.....and trial using it in an exercise....

Your learning needs

- ☐ *How much of this is new to you?*
- ☐ *What knowledge do you need?*
- ☐ *What skills would you like to improve?*

1. Please first read and familiarise yourself with the framework
2. Work in groups of 3-4 to identify your learning needs
3. Also give feedback on the framework

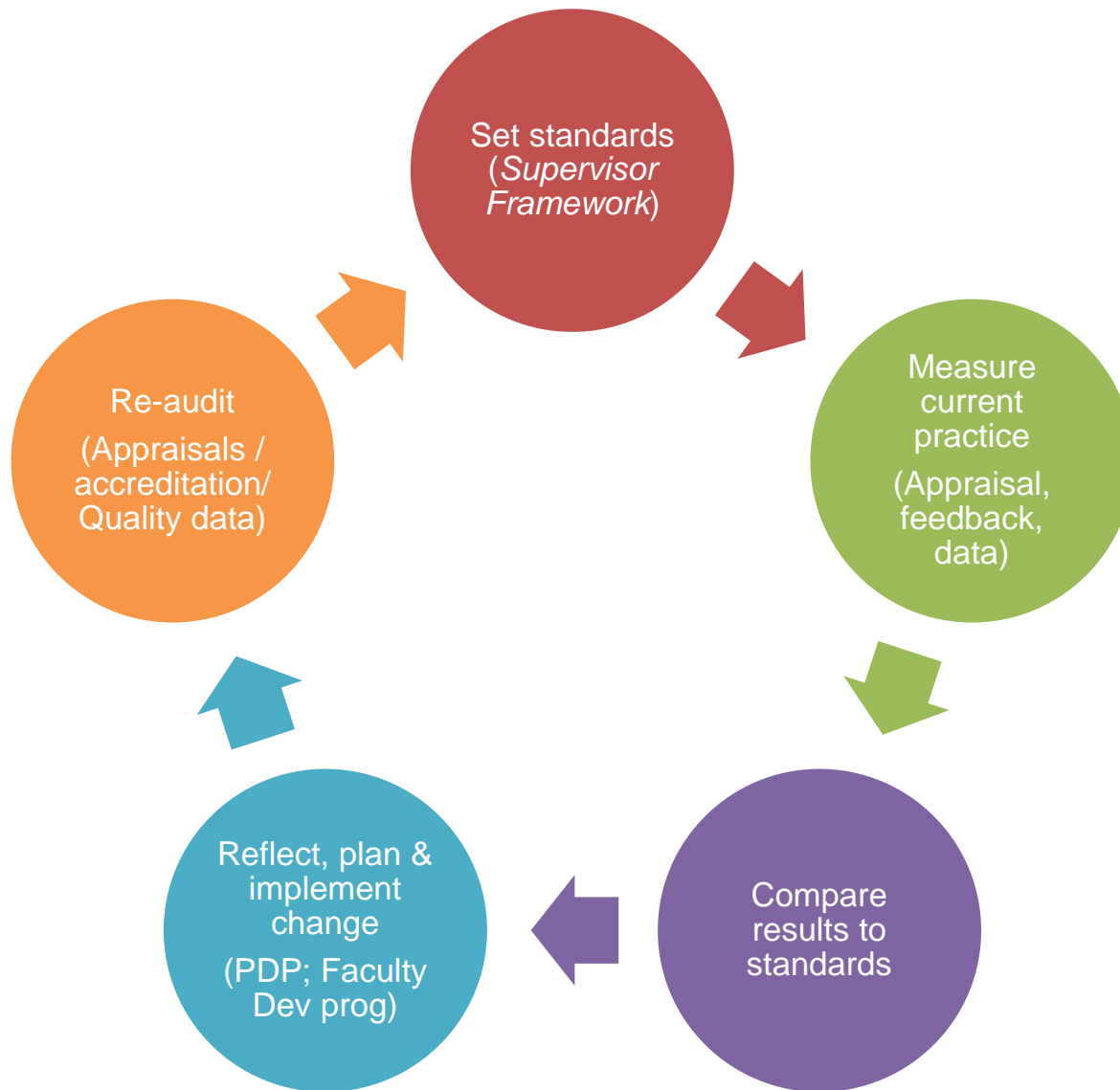
Your views on the framework

- ☐ *Is this a helpful format?*
- ☐ *What could we change?*
- ☐ *Do you prefer it?!*

Session 4

Appraisal and feedback

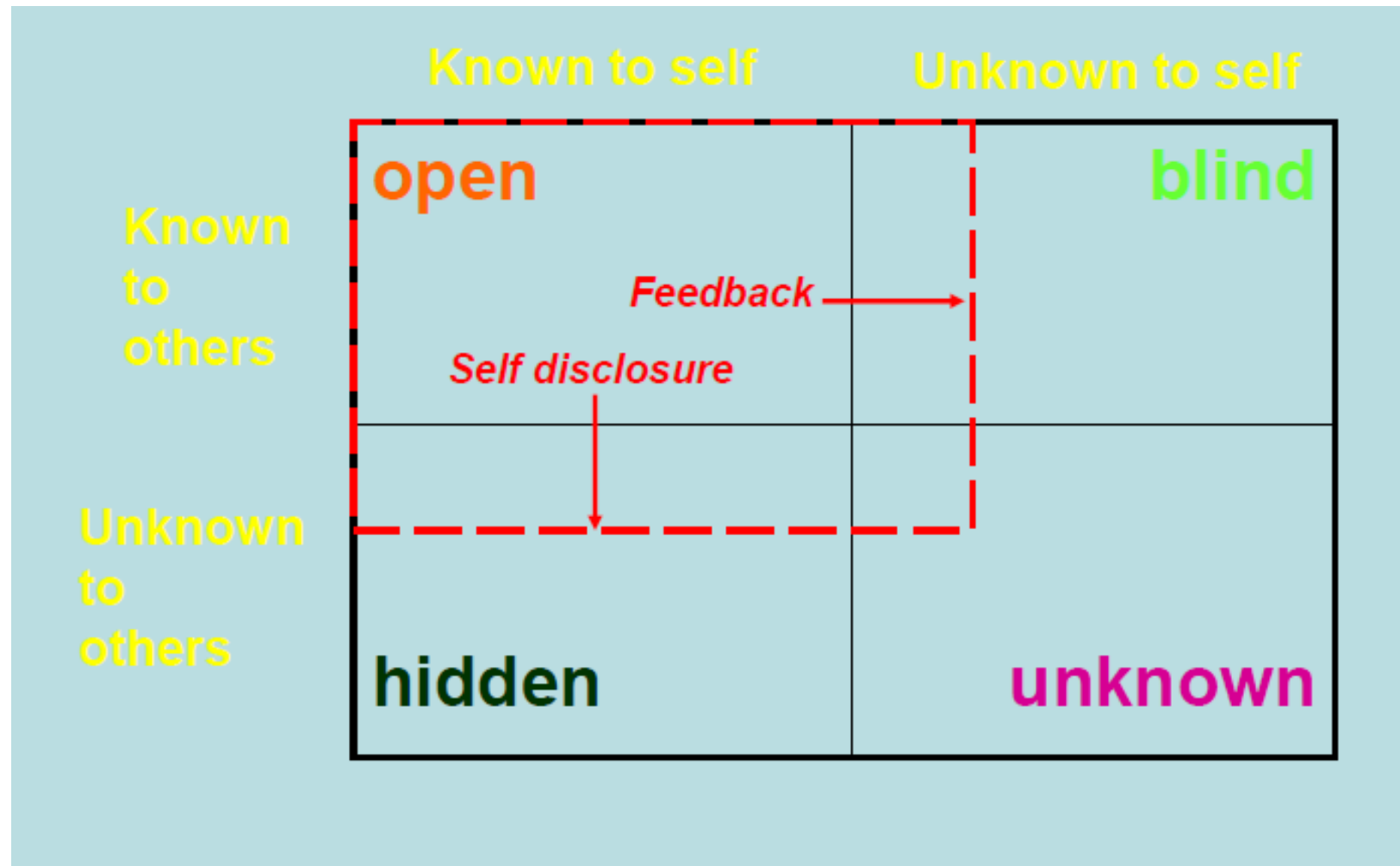
- *How do you know you are a 'good' supervisor? How do you seek feedback?*
- *How can you improve and develop your skills?*
- *What are your learning needs as an individual and as a group?*



So... let's turn now to
measuring current practice..

How do you know you're a
'good' (?excellent) supervisor?

Johari Window



Seeking feedback

- ARCP written feedback
- Registrar feedback -360, placement forms, bespoke feedback forms, feedback conversations – turning the tables!
- Peer observation – real time or video
- Buddy discussions / reflections e.g. CBD
- Examples – fictional

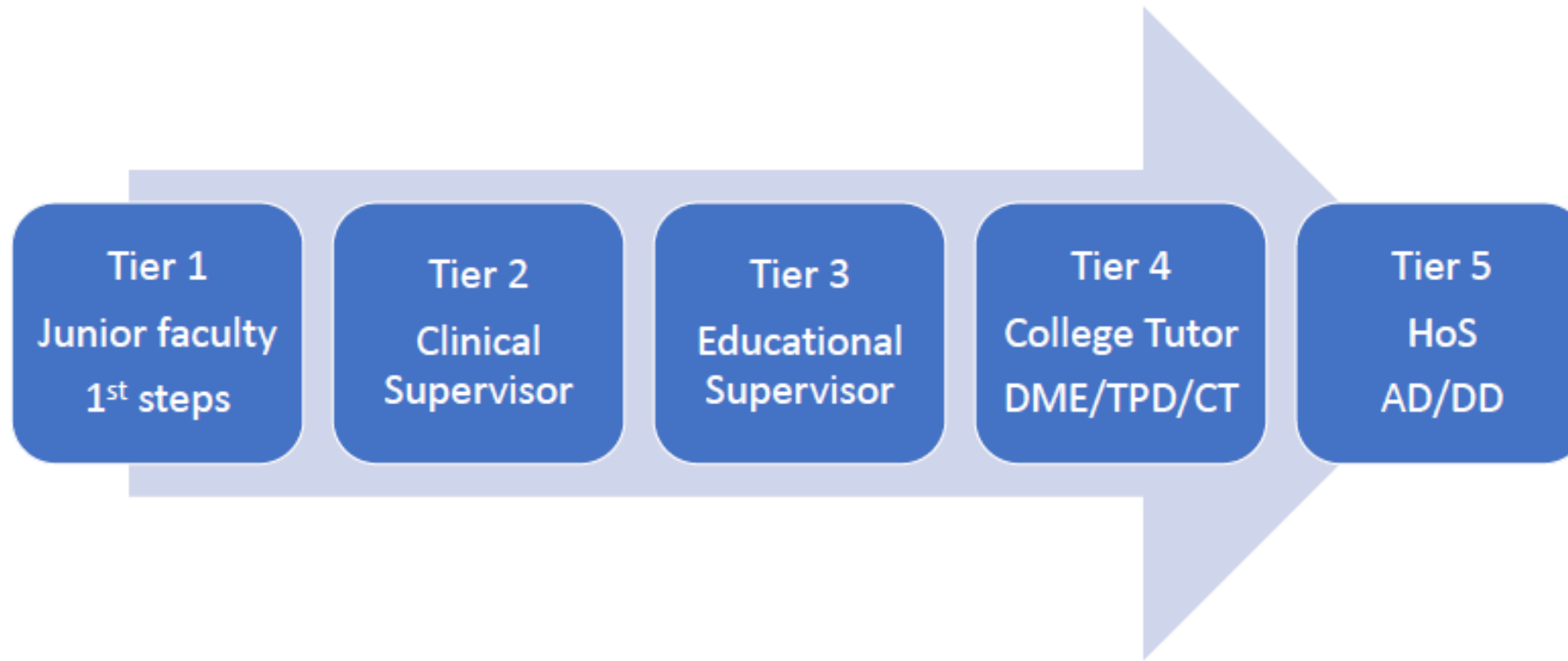
Session 5

Educator training and development opportunities

- *What opportunities and resources are available for you as an educator?*
- *How can we provide useful training and resources to support you to develop as an educator?*

HEEoE Faculty Development Framework

<https://heeo.e.hee.nhs.uk/faculty-educators/tiered-approach>



Structure for each tier

Knowledge

e-LfH

Attitudes

face-to-face with HEI and HEE

Actions and Behaviours

reflective practice, feedback and appraisal

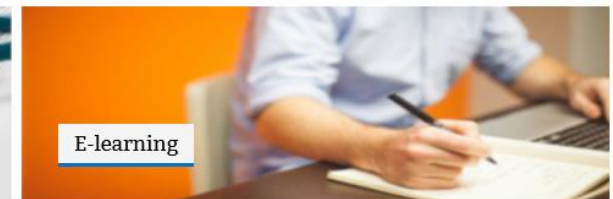
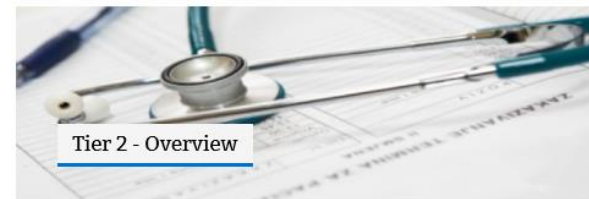
HEEoE min. training expectations

- Training in:
 - how to give constructive feedback
 - how to use the portfolio
 - how to use workplace based assessments
 - Equality and diversity (every three years)
- Demonstrate understanding of
 - *current educational theory (ES only)*
 - practical educational techniques e.g reflective learning
- Be familiar with:
 - the curriculum, training programme and educational opportunities available
 - the local Bullying and Harassment Policy
 - current local and HEEoE policies for dealing with underperforming trainees and other trainees requiring additional support

Opportunities for Supervisor development

HEEoE resources available

- <https://heeo.e.hee.nhs.uk/faculty-educators/tiered-approach>
- 1. eLfH modules – * recommended e-modules for both ES/CS and additional ones for ES (mapped to each of 7 domains)
- 2. HEE Contact days – one day courses at acute trusts
- 3. HEI courses
 - 1 day courses at UEA & N&NUH
 - 3 day course at Madingley









1. E-modules



- HEEoE have recommended eLfH Educator Hub modules
- See handout for details




Theme	Topic	Professional Development Domain						
		1	2	3	4	5	6	7
Recommended by HEEoE for Clinical <u>and</u> Educational Supervisors / Only required for Educational Supervisors								
Supervision & mentoring	Supervision	x		x		x	x	
	Supporting Educational and Clinical Supervisors	x						x
	Diversity, Equal Opportunities and Human Rights		x					
	Supporting learners		x	x		x	x	
	<i>Supervision of Less than Full Time Trainees</i>					x	x	x
	Assessing Educational Needs			x		x	x	
	<i>Setting Learning Objectives</i>			x		x		
	Effective Feedback				x			
	<i>Careers Support</i>						x	x
Assessment	<i>Appraisal</i>					x	x	
	Workplace and Practice Based Assessments				x			
	Video: case based discussion CBD)				x			
	<i>Video: multi-source feedback (MSF)</i>				x			
	Video: GP - clinical supervisor report					x		
	Reflection and reflective practice				x	x		

eLfH – Educator Training Resources (ETR)





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 Complaints Handling (CPL)


 Data Security Awareness (NHSD)


 Dementia (DEM)


 Domestic Violence and Abuse (DVA)


 **Educator Training Resources (ETR)**


 01 - Ensuring Safe and Effective Patient Care Through Training


 02 - Establishing and Maintaining an Environment for Learning


 03 - Teaching and Facilitating Learning


 04 - Enhancing Learning Through Assessment


 05 - Supporting and Monitoring Educational Progress


 06 - Guiding Personal and Professional Development


 07 - Continuing Professional Development as an Educator


 Harm Free Care (HFC)


 Health Economics and Prioritisation in Public Health (HEC)


 **01 - Ensuring Safe and Effective Patient Care Through Training**
Last accessed: 31 May 2019


 **02 - Establishing and Maintaining an Environment for Learning**
Last accessed: 31 May 2019

 **03 - Teaching and Facilitating Learning**
Last accessed: 31 May 2019

 **04 - Enhancing Learning Through Assessment**
Last accessed: 31 May 2019

 **05 - Supporting and Monitoring Educational Progress**
Last accessed: 31 May 2019

 **06 - Guiding Personal and Professional Development**
Last accessed: 31 May 2019

 **07 - Continuing Professional Development as an Educator**
Last accessed: 31 May 2019

2. HEE Contact days

5 sites offering one day courses for Tiers 2 & 3

- Core content will cover:
 - Trainee in difficulty;
 - Induction, including educational contract;
 - SuppoRTT;
 - Clinical/Educational supervisors report;
 - Educational Hierarchy
- West Suffolk - Fri 18th Oct
- N&NUH - 12th Sept (9-2pm); 26th Nov (2-8pm); 20th Mar 2020 (10-4)
- Luton & Dunstable - 20th June (9.30-4.40)

3. HEI (Higher Education Institutes)

For Clinical Supervisors (Tier 2)

- Core content - required to fulfil nationally agreed standards for medical educators:
 - Reflection
 - Planning teaching and educational conversations
 - Teaching skills/knowledge
 - Feedback
 - Peer-peer learning
- Anglia Ruskin - 19th June 2019; 2nd Oct 2019; 19th Feb 2020
- UEA - 25 Sept 2019; 2 Feb 2020
- ICE, Madingley – 3 day course (1 + 2 x ½ days) – Wed 9th Oct, 6th Nov, 4th Dec

HEI (Higher Education Institutes) -2

For Educational Supervisors (Tier 3)

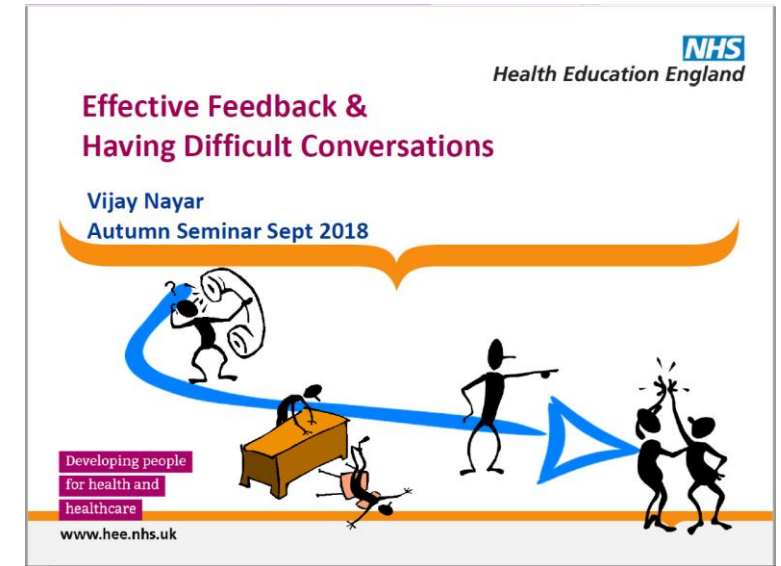
- Core content
 - Educational Theory
 - Assessment
 - Learners needs/safety - strategies for educational and pastoral support
 - Learning styles
 - Peer-peer learning
- Anglia Ruskin (Chelmsford) - 18th Sept; 20th Nov 2019; 18th Mar 2020
- UEA - 11 July; 11 Nov 2019; 24 Apr 2020
- ICE (Madingley) – same as for Tier 2

HEI opportunities for further study

- IFME (Integrated Foundations of Medical Education) – for those who also teach medical undergraduates:
<https://www.medschl.cam.ac.uk/education/integrated-foundations-of-medical-education-ifme-programme/>
- Foundation programme for Clinical Educators (Madingley, Uni of Cam):
<http://www.ice.cam.ac.uk/course/foundation-programme-clinical-educators>
- PG certificates and PG Diplomas in Medical Education e.g.
 - *UEA – PG Cert, PG Diploma & Master of Clinical Education*
 - *University of Cambridge, PG Cert & PG Diploma in Medical Education*
 - *Anglia Ruskin - Postgraduate Certificates 8-month Course; MSc in Medical and Healthcare Education*

Development & Networking Events

- **Spring Symposium & Autumn Seminar**
 - Previous days resources available online
 - Useful presentations e.g. Trainees in Difficult, Giving effective Feedback
 - Useful mixing with Clinical colleagues
- **Mentoring Courses and Events**
- **Bursaries**
 - Applications in April
 - 2 yrs experience and 1 yr teaching req'd
 - Need letter of support from TPD



Wednesday 26 September

Keynote: Making Quality Improvement a Key Component of Professionalism, John Dean & Paul Sullivan

ARCPs - How do we Make it Easier for our Trainees?, Janet Rutherford & Susan Woodroffe

Supporting Trainee Engagement with E-Portfolios, Jon Rouse

Transforming Workforce - ACPs & PAs, Nam Tong

Emotional Intelligence, Kate Read

Supporting the Trainee in Difficulty, Kate Read & Ian Barton

Faculty Development, Jane Sturgess

Thursday 27 September


Developing Leadership Skills, Jane Sturgess

Effective Feedback and Difficult Conversations, Vijay Nayar

Lessons from Appeals: Pitfalls of Educational Supervision, Kate Read & Ian Barton

Faculty Development, Jane Sturgess

Options

- Supervisor Training Pack (online)
 - Policies, key information, exemplar forms, guides to topics (e.g. reflection, feedback, core educational theory)
- Bi-annual Supervisor Development days
- Updates and circulations relating to medical education
 - Signpost to new policies; events; useful websites / twitter feeds / articles
- Online resources
 - e.g. List of eLfH emodules – helpfully mapped to the 7 domains
 - Review and advice for ESs as to usefulness – in progress
- ?Website or online portal e.g. Trello, Bitrix, etc.
 - +/- online / discussion forums?
 - Can share useful resources and instigate discussion  create a 'Community of Practice'

Supporting new trainers

New supervisor training programme

- Supervisor training pack – FPH curriculum, key forms and exemplars, guide to reflection, guide to feedback
- Supervisor development days – workshops/group learning on core topics e.g. feedback conversations, Registrar in difficulty
- New educator training days e.g. core educational theory and its application
- Specialist workshops / courses – e.g. coaching, mentoring, ‘enabling stretch’
- Postgraduate courses or formal Supervisor courses
- ?combine with ST4/ST5 teacher training

How can we best support you?

What would be most useful?

- **Group brainstorm**
 - What would you most like from the programme to help you develop and improve as an educator?
 - E.g. practical experience and skills workshops?
 - Group support and development
 - How should we poll your views and requests?
 - E.g. email suggestions / planning year ahead / reviewing Quality data and registrar feedback
 - Objectives from appraisal / PDP
 - Online forum

Session 5

Educator workshop

- *A practical learning intervention based on learning needs identified by the group in the morning*

Session 6

Review of the day & action planning

- *What has worked well today and what would you like to see in the future?*
- *What actions have we identified for the Programme team and for Educational Supervisors?*
- *What next?*

Thank you for your attention!

Safe journey home