

Clinical and Educational Supervisor training arrangements Interim arrangements for HEE KSS

1 Introduction

This document provides guidance about the selection and appropriate initial and continuing training for clinical and educational supervisors, to meet the GMC's requirements for the recognition and approval of trainers within HEE KSS.

As part of the Quality Integration Project to ensure quality management processes across London and the South East (LaSE) are both consistent and proportionate to risk and regulatory requirements, a revised framework for the approval of trainers across LaSE is being developed. The first draft of this document will be presented at a stakeholder event in September and the framework will be implemented following this event.

1.1 AoME Framework

The seven areas developed by the Academy of Medical Educators and set out by the GMC are:

1. ensuring safe and effective patient care through training
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.

Educational supervisors (ES) must meet the standards for all 7 areas
Clinical supervisors (CS) currently only need to provide evidence of meeting 1-5

1.2 Scope

This document is applicable to supervisors of foundation and/ or specialty trainees in secondary care (there are different requirements for GP trainers in primary care).

Information regarding initial training only applies to **new** supervisors. A doctor already recognised as an ES or CS via previous training, e.g. QESP, is not affected and should already be on the list of supervisors held in trusts. All trainers will, however, be required to participate in annual review of their supervisor activities at appraisal, and plan CPD.

Other groups

Training programme directors and college and specialty tutors should all have met the minimum requirements for educational supervisors, and should be included in the database of supervisors kept by their employing trust.

Table 1: Summary of selection and training requirements

	Clinical supervisor	Educational supervisor
AoME areas	1-5	6-7 (in addition to 1 – 5 for CS)
Selection of supervisors	Support from trust DME to undertake role (eg face to face meeting/job planning support/liaising with College Tutor)	<ul style="list-style-type: none"> • Completion of clinical supervisor training, including support from trust DME to undertake role • Support from trust Local Faculty Group lead for specialty/foundation
Initial training/knowledge		
	Attendance at an approved clinical or educational supervisor training course (1-2 days)	<ul style="list-style-type: none"> • Specific ES training for specialty (if advised by Head of School); additional online modules for Foundation ES • To include area 6 (guiding personal and professional development) such as careers support
	Completion of www.efft.co.uk online modules (see Table 2 below) or equivalent	
	Attendance at relevant Local Faculty Group (LFG) or Foundation Faculty Group (FFG) meeting as part of induction	Commitment to attend 2/3 LFG (specialty supervisors) and/or FFG (foundation supervisors) meetings annually (ie should attend both if supervising both specialty and foundation doctors); provision of a brief report if unable to attend
	Familiarity with appropriate curriculum for trainee e.g. foundation/specialty	Act on guidance about writing ES report from Head of School
		Other as relevant e.g. familiarity with STFS checklist of quality standards for foundation posts
	Equality and Diversity training	Equality and Diversity training
Appraisal/review	Commitment to a review of supervisor activities at annual trust appraisal	Commitment to a review of supervisor activities at annual trust appraisal, and demonstration of CPD as an educator

2 e training for trainers

Many of the requirements can be met using the www.efft.co.uk open access video-based platform. Evidence of training can be provided for users in the form of certificates, and trusts can have access to a database showing who has been trained locally. Local trust administrators can be provided with a username and password to the efft admin portal by contacting efft@stfs.org.uk.

Each module is valid for 3 years.

There is also e-learning available via <http://www.faculty.londondeanery.ac.uk/e-learning>

Several modules, including the one on careers support, contribute to the requirements for AoME area 6.

Table 2: Summary of applicability of efft modules

efft modules		Clinical Supervisor	Educational Supervisor	Additional as relevant/ for CPD
Online training	Module			
www.efft.co.uk				
Medical Supervised Learning Events	Introduction	✓	✓	
	DOPS	✓	✓	
	Mini-CEX	✓	✓	
	CBD	✓	✓	
	MSF	✓	✓	
Hospital training	ARCP(introduction and foundation or specialty modules)		✓	
	Simulation			✓
	Management of trainees in difficulty	✓	✓	
	Quality visiting			✓
	Lessons Learnt			✓
	Becoming a foundation supervisor	For new foundation supervisors	For new foundation supervisors	✓
	Leadership			✓
	Feedback (to be released 2016)	✓	✓	

HEE KSS | Interim arrangements for HEE KSS

3 Responsibilities of trusts

Trusts are responsible for:

- Maintaining a database of recognised clinical and educational supervisors in line with the GMC minimum data set (Appendix A), and providing timely information, to inform the GMC Trainer Survey/ meet any GMC requests.
- Supporting supervisors to meet the necessary standards, and determining whether they have done so (certificates are no longer being issued by HEE KSS).
 - Ensuring that:
 - supervisor activities are reviewed at annual appraisal
 - appraisers are provided with necessary information about requirements to support such discussions
 - supervisors are supported in undertaking the necessary educational CPD. A checklist for appraisers is in Appendix B.
- Ensuring that supervisors are provided with sufficient time in job plans for these activities (0.25 PA per trainee for ES, 0.25 overall for CS up to a maximum of 6 trainees per supervisor).

4 Managing concerns about trainers

Occasionally HEE KSS receives information about supervisors who have been reported to the GMC, usually for issues unrelated to their supervisory role. In such cases HEE KSS will liaise with the Director of Medical Education/ employer's RO to inform decisions about whether the doctor should continue in their supervisory capacity.

Supervisors not reported to GMC but about whom serious concerns are expressed relating to their role as a trainer should be reviewed formally within the trust (by DME and Medical Director), in accordance with local HR/employment policies where appropriate. HEKSS should be advised of any issues which could result in their suspension/ removal of their approval as a trainer (via County Dean/Head of School and ultimately to PG Dean).

5 Approved courses

Approved courses for ESs must cover AoME areas 1-7 above, and those for CS areas 1-5. Requests for courses to be approved should be sent to jwelch@stfs.org.uk including the details of the course.

Currently the CS/ES courses approved are:

Brighton and Sussex Medical School/ Brighton and Sussex University Hospital

Clinical/ Educational Supervisors' one day course

<http://tinyurl.com/SupervisorsCourse>

Royal College of Physicians

Educational supervisor workshop and accreditation (2 days)

<https://www.rcplondon.ac.uk/education-practice/course/educational-supervisor-workshop-and-accreditation>

Royal College of Radiologists

Supervisor Skills Workshop (1 day)

<https://www.rcr.ac.uk/clinical-radiology/specialty-training/medical-educators/supervisor-skills-workshops>

Royal College of Surgeons

Training and Assessment in the Clinical Environment (TrACE) (1 day)

<https://www.rcseng.ac.uk/courses/course-search/training-and-assessment-in-the-clinical-environment-trace>

Appendix A

A1 HEE KSS minimum dataset for recognised clinical supervisors

N.B. 1-7 are GMC required fields. 8 – 15 are data fields HEE KSS suggest trusts collect to demonstrate that the standards are being met (only 1 – 7 are mandatory and would be requested as part of a data return to the GMC).

Dataset for clinical supervisors		
1	GMC number (7 digits)	
2	First name	
3	Surname	
4	Trainer specialty	
5	Trainer role = clinical supervisor	CS
6	Location (board or trust code eg RKB)	
7	Site code (typically 5 or more characters = RKB15)	
8	e mail address	
9	Specialty/foundation or both	
10	DME support	Y/N
11	Attendance at CS course/QESP?	Course attended and year of attendance
12	efft modules completed/other training (Section 2 above)	
13	Date of appraisal	
14	Date of Equality and Diversity Training	
15	Attendance at local faculty group meeting as part of induction	Y/N

A2 HEE KSS minimum dataset for recognised educational supervisors

N.B. 1-7 are GMC required fields. 8 – 17 are data fields HEE KSS suggest trusts collect to demonstrate that the standards are being met (only 1 – 7 are mandatory and would be requested as part of a data return to the GMC).

	Dataset for educational supervisors, including training programme directors	
1	GMC number (7 digits)	
2	First name	
3	Surname	
4	Trainer specialty	
5	Trainer role = ES or both ES and CS	ES or both
6	Location (board or trust code eg RKB)	
7	Site code (typically 5 or more characters = RKB 15)	
8	e mail address	
9	Specialty/foundation or both	
10	Completion of CS training	Evidence as per CS
11	DME Approval	Y/N
12	Support from local faculty group lead for specialty/foundation	Y/N
13	Training/reflection on guiding personal and professional development	
14	Evidence of additional ES training for specialty/foundation	
15	Date of appraisal	
16	Date of Equality and Diversity training	
17	Standards for attendance at local faculty group meetings met	Y/N

Appendix B

Checklist for appraisers of clinical and educational supervisors

N.B. The following checklist is only intended as a helpful suggested guide for appraisers to follow, when reviewing educational roles at appraisal.

1. Educational activities and demonstration of preparation for specific role, such as familiarity with relevant curriculum/a, local guidance, attendance at relevant meetings
2. Relevant courses attended
3. Evidence of education CPD e.g. efft modules completed
4. Reflection on educational activities such as preparation of educational supervisor reports
5. Up to date Equality and Diversity training

NB Either appraisal or job plan review should include consideration of SPA time for education as in Section 3 above

Reference

GMC

Recognition and approval of trainers

<http://www.gmc-uk.org/education/10264.asp>

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