

Supporting Educators and Learners

Handbook for Educational Supervisors

Website: <https://www.hee.nhs.uk/hee-your-area/yorkshire-humber/education-training/school-medicines-optimisation>

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Purpose

This document has been produced by the School of Medicines Optimisation to assist in the training and development of Educational Supervisors in the workplace in Yorkshire and the Humber.

The handbook has been developed from a number of resources and in particular:

Health Education England Quality Framework 2016-17

The new 2016 edition of the Professional Development Framework for Educators
See: <http://www.faculty.londondeanery.ac.uk/professional-development-framework-for-supervisors>

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The Educational Supervisor

Is a trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a specified student or trainee's trajectory of learning and educational progress during a clinical training period and/or series of periods. Every student and trainee must have a named educational supervisor. The educational supervisor's role is to help the student or trainee to plan their training and achieve agreed learning outcomes. They are responsible for the educational agreement and for bringing together all relevant evidence to form a summative judgement at the end of the clinical training period and/or series of periods.

Ref: http://www.gmc-uk.org/9__Annex_D__Progress_report_on_Approval_of_Trainees_Task_Finish_Group_41054031.pdf

The General Medical Council (GMC) (2016)¹ “Educators are responsible for engaging positively with training, support and appraisal relating to their role, and are accountable for the resources they receive to support education and training. They must act in line with professional guidance for all doctors – they must be positive role models demonstrating good medical practice. They are expected to maintain and continue to develop knowledge and skills on an ongoing basis through continuing professional development. Educators are involved in and contribute to the learning environment and culture”.

Professional Development Framework for Educators HEE NWL² “Educators involved in the education and supervision of healthcare learners within their organisation should have the necessary knowledge, skills and approaches to help develop and support learners in practice, across the healthcare professions. This Framework is applicable to all educators in clinical settings and HEIs to guide best practice and to demonstrate their skills in their role as educators and supervisors”

General Pharmaceutical Council Guidance on tutoring for pharmacists and pharmacy technicians 2014³ Explains the tutoring roles in pharmacy; sets out the main areas of the standards of conduct, ethics and performance you must follow as a tutor, and gives guidance on how to meet your obligations as a tutor; guidance that you should follow as a tutor, particularly in the areas of trainee induction, assessment, feedback, support and guidance.

¹ See: <http://www.gmc-uk.org/education/27393.asp>

² *Professional Development Framework for Educators NWL_HEE 2017*

³ <https://www.pharmacyregulation.org/education/education-standards>

Educational Supervisors in Yorkshire and the Humber

In Yorkshire and the Humber, Educational Supervisors must follow the quality standards from **HEE Quality Framework 2016-17**:

Quality Statement 4. Supporting and Empowering Educators “**Educators must be selected against suitable criteria and receive an appropriate induction to their role, access to appropriately funded professional development and training for their role, and an appraisal against their educational responsibilities**”.

All Educational Supervisors must:

- Be experienced in their role
- Be occupationally competent, preferably accredited in the modules/programmes they will be facilitating or have detailed knowledge and experience in the role.
- Have the approval and support of the Senior Manager for any work based training role.
- Have the ability and commitment to meet with candidates regularly.
- Be able to cover the roles and responsibilities as listed in the Roles and Responsibilities section below.
- Have completed relevant and appropriate certificated educational supervisor training e.g. University of Leeds (UoL) Train the Trainer course; Certificate in Education (CertEd); Post-Compulsory Education and Training (PCET); Teacher Practitioner Status within HEI or FEI; Internal Verifier qualifications; Master of Education (Med)/other
- Be familiar with the appropriate training modules available.
- Have at least three years' experience post qualification as a registered professional
- Have experience of facilitating staff
- Undertake regular CPD and appraisals/reviews
- Reflect and receive feedback on their supervision and teaching

Essential Training

- Attend the Mentor Study Day³ or local equivalent⁴.
- Undertake associated workbook
- CPPE Mentoring Guide (and also see supporting educators and trainers at www.cppe.ac.uk/#pw_5)
- ES should ideally have achieved/be working toward an appropriate educational programme e.g. University of Leeds (UoL) Train the Trainer course; Certificate in Education (CertEd); Post-Compulsory Education and Training (PCET); Teacher Practitioner Status within HEI or FEI; Internal Verifier qualifications; Master of Education (Med)/other

³ Course provided by Open Business and Technical College

⁴ Local training must match the minimum standards set. Local competence training must cover the duties and responsibilities of the Educational Supervisor in Y&H.

Roles and Responsibilities

The educational supervisor is required to offer support, guidance and feedback to the candidate whilst they undertake the practice activities and assessment period and facilitate the local implementation of work schemes in the workplace.

It is recommended that the educational supervisor is given time within work to support their candidates, the specifics of which will be detailed in the specific work scheme documentation. The educational supervisor should have a job description that reflects the responsibility to undertake the signing off competency.

The role of Educational Supervisor does not preclude individuals from acting as trainers or mentors. It is an additional role/title which will serve to clarify the responsibility for education and training within a department/organisation.

Educational Supervisor Responsibilities

The educational supervisor is responsible for:

- Carrying out the required number of assessments
- Assessing and signing off the portfolio
- Ensuring names, dates and signatures are on all assessment documents
- Ensuring all work is the candidates own
- Checking that all work meets the relevant criteria before external verification
- Confirming authenticity of the candidate's own work
- Completing all documents or records required for the training programme
- Informing the relevant line managers if they have any concerns about the quality of the candidate's work or level of practice
- Signing off the appropriate training module/scheme/programme and submitting any relevant sign off forms to the appropriate organisation.
- Carrying out internal verification:
 - Portfolio will be assessed in accordance with the organisations sampling strategy, and portfolios will be required periodically to be sent to the learning provider for external verification.
 - Responsible for internal quality assurance of the relevant scheme using existing IV processes which will be adapted to fit the quality assurance of this scheme.
 - Internal verification will include review, sampling and a sign off on all portfolios before external verification (by the School of Medicines Optimisation-where stated in the appropriate training programmes)
 - Use e-portfolio system providers (Ecordia and Learning Assistant) where possible or the paper based portfolio may be provided.
 - The school will (as a minimum) check the portfolio contents list for all portfolios even if not sampled.
 - Confirm the work for the training scheme/programme has been completed, sign the portfolio Summary of Achievements Form along with the signature of the Y&H approved mentor/ES and send to the school (where stated in the appropriate programme).

Roles and Responsibilities of an Educational Supervisor (NACT UK Example)

1. All trainees must have a named Educational Supervisor and the trainee should be informed in writing of this. The exact model, i.e. by placement, year of training etc, will be determined locally and all parties informed in writing of training model and expectations. A learning agreement may cover these details.
2. The Educational Supervisor should meet regularly with the trainee to review educational progress and to encourage reflection and the collection of appropriate supporting information on all aspects of good practice for Revalidation.
3. Support of the trainee:
 - a) Oversee the education of the trainee, act as/nominate their mentor, monitor clinical and educational progress & ensure the trainee receives appropriate career guidance and planning.
 - b) Meet the trainee in the first week of the programme (or delegate to colleague if absent on leave), ensure the structure of the programme, the curriculum, portfolio and system of assessment are understood and establish a supportive relationship. The educational agreement should be signed and a Personal Development Plan with clear objectives agreed.
 - c) Provide the trainee with opportunities to comment on their training and on the support provided and to discuss any problems they have identified
 - d) Review meetings should be held regularly, in protected time and in a private environment. The portfolio should be reviewed to ensure satisfactory progress against the curriculum and personal development plan. Feedback should be given; this may require the educational supervisor to have discussed with the clinical supervisor, those involved in clinical supervision and other key professionals with whom the trainee has worked during the placement. The mechanism of obtaining this information should be clear to the trainee.
 - e) Any complaints and/or serious incidents should be discussed and a reflective note written in the portfolio.
 - f) At the end of the year the final appraisal session consists of reviewing all the assessments, the portfolio of evidence of learning and ensuring that all the learning objectives of the programme have been satisfied. All the necessary documentation needs to be completed and returned to the Programme Director to enable satisfactory completion of the end-of-year/programme paperwork.
4. If the trainee's performance is not reaching the required standard:
 - a) This should be discussed with the trainee as soon as identified
 - b) Written record of the meeting kept
 - c) Remedial measures should be put in place as soon as possible with clearly defined written objectives
 - d) Trainees must have an opportunity to correct any deficiencies identified
 - e) The appropriate Programme Director should be informed of any significant problem⁵

⁵ 'NACT UK Roles and Responsibilities of an Educational Supervisor' Appendix 2 of the Faculty Guide The Workplace Learning Environment in Postgraduate Medical Training, October 2013

The Professional Development Framework

Each of the seven areas map to professional regulatory standards for education and training including the Health Education England (HEE) Quality Framework standards

The precise emphasis on individual areas will vary depending on the educational role and the profession.

Those using the Framework will also need to meet, where applicable, their own profession-specific requirements; however, the Framework can still be used to help educators build a portfolio of expertise.

The seven areas within the framework 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

The Framework is designed around the seven key areas of activity, all of which relate to the role of an educator and supervisor across healthcare learning environments.

Each section of the Framework contains:

- description of the area
- expectations of effective supervisors
- hallmarks of excellence
- examples of evidence that may be provided for the purposes of accreditation.
- suggested resources available to help meet each of the seven areas

To complete this handbook (appendix B evidence) you will need to download the framework in full at <http://www.faculty.londondeanery.ac.uk/professional-development-framework-for-supervisors>

Using the Framework

This framework may be used to guide the:

- professional development of educators to ensure that they receive the necessary support to provide effective education and training to healthcare learners.
- selection and appraisal of educators to undertake the role, ensuring a consistent approach across the professions.
- completion of portfolios and education appraisal sessions.
- educational governance processes to help providers to ensure that they evaluate, manage and improve the quality of education and training.
- development of inter-professional faculty development programmes delivered locally by providers.

There are seven areas in the Professional Development Framework for Educators. Each area sets out to guide the skills and knowledge required for educators who are undertaking an educational and supervisory role of healthcare learners, as they develop educational competencies in the course of their training programmes and/or placements.

In spelling out the behaviours of both 'effective' and 'excellent' educators the Framework aims to encourage a move away from 'courses undertaken' to a demonstration of 'competences obtained'. In doing so, the Framework recognises the diversity of skills, experience and prior training that educators and supervisors from across the healthcare professions bring to their roles.

Ref: <http://www.faculty.londondeanery.ac.uk/professional-development-framework-for-supervisors>

The Seven Areas in Brief

1. Ensuring safe and effective patient care through training

This area is about how you protect patients and enhance their care through your supervision of healthcare learners in training, and how you balance the needs of your patients and service with the educational needs of your learners

- Balances the needs of service delivery with education
- Acts to ensure the health, wellbeing and safety of patients at all times
- Ensures that learners have undertaken appropriate induction and work under appropriate supervision
- Allows learners, when suitably competent, to take responsibility for care, appropriate to the needs of the patient
- Ensures that learners understand the importance of providing culturally competent care

2. Establishing and maintaining an environment for learning

This area is about how you make the clinical environment safe and conducive to effective learning for learners and others.

- Encourages participation through provision of equality of opportunity and acknowledgement of diversity
- Ensures that learners receive the necessary instruction and protection in situations that might expose them to risk
- Ensures that the learning environment and resources provided are suitable for the programme
- Encourages and maintains the confidence of learners
- Is open, approachable and available
- Maintains good interpersonal relationships with learners and colleagues
- Provides protected time for teaching and learning
- Involves the multi-professional team in the delivery of teaching and supervision
- Is aware of the team's experience and skills relating to teaching and supervision
- Ensures that workload requirements on learners are legal and that, wherever possible, they do not compromise learning

3. Teaching and facilitating learning

This area is about how you work with learners to facilitate their learning.

- Has up-to-date subject knowledge and/or skills
- Provides direct guidance on clinical work where appropriate
- Has effective supervisory conversational skills
- Plans learning and teaching episodes
- Uses a range of appropriate teaching interventions in the clinical setting
- Facilitates a wide variety of learning opportunities
- Helps the learner develop an ability for self-directed learning
- Allows the learner to make contributions to clinical practice and innovation of graduated value and importance commensurate with their competence
- Uses technology-enhanced learning where appropriate, e.g. simulation
- Encourages access to formal learning opportunities, e.g. study days

4. Enhancing learning through assessment

This area is about your approach to assessment and feedback.

- Regularly observes the learner's performance and offers feedback
- Plans and/or monitors assessment activities
- Uses workplace-based assessments (formative and summative) appropriately

- Provides feedback that is clear, focused and aimed at improving specific aspects of learner performance
- Ensures that the learner participates in 360° appraisal
- Supports the learner in preparation for professional and academic external examinations

5. Supporting and monitoring educational progress

This area is about the support you provide to learners in their progression towards completion of training and their intended career destination.

- Agrees an educational plan at the outset of the training period
- Understands the curricula requirements of the discipline and stage of training
- Identifies learning needs and sets educational objectives
- Involves the learner in the above processes
- Reviews and monitors progress through regular timetabled meetings
- Ensures that appropriate records are kept in relation to learner progress
- Uses an educational portfolio appropriately and encourages its use by learners
- Provides continuity of supervision or ensures effective educational handover
- Responds efficiently and effectively to emerging problems of learner progress
- Is aware of, and can access, available support for the learner in difficulty
- Understands their role and responsibilities within the educational governance structures of their local education provider, lead provider, HEE teams, relevant professional bodies and Colleges

6. Guiding personal and professional development

This area is about the support you provide to learners in relation to their personal and professional development.

- Provides a positive role model
- Has effective supervisory conversational skills
- Utilises a range of skills and techniques relevant to personal and professional development
- Is able to set and maintain appropriate boundaries
- Understands when and where to refer on to other agencies, e.g. occupational health, counselling, careers advice services
- Ensures that the learner is aware of the requirements of, and participates in, NHS Appraisal
- Ensures that the learner participates in 360° appraisal

7. Continuing professional development as an educator

This area is about your own professional development as a healthcare educator

- Evaluates own supervisory practice
- Evaluates own practice as an educator
- Takes action to improve own practice on the basis of feedback received, e.g. appraisal, informal feedback
- Maintains professional practice in line with specialty and regulatory requirements

Ref: <http://www.faculty.londondeanery.ac.uk/professional-development-framework-for-supervisors>

Documentation

Other related documentation is available to download from our website general pages at

<https://www.hee.nhs.uk/hee-your-area/yorkshire-humber/education-training/school-medicines-optimisation>

where the specific role of the Educational Supervisor may be clarified within each work scheme's documentation.

and <http://tinyurl.com/jawx9e3> (Supporting Educators and Learners section) where you may also find the mentor training programme and the educational supervisors checklist.

Portfolio Evidence

You should use a portfolio to record your evidence and professional skills and match it to the framework.

Document training you have received or undertaken and match it to the framework where possible.

Complete appendix A, B and C

Training Requirements

Organisations may wish to implement initial training with an ongoing developmental system of appraisal and review of all named educational supervisors against the framework.

All existing named educational supervisors are expected to be selected for their role, participate in the educational review process and demonstrate that they have undertaken training in the appropriate areas of the Framework. All new named educational supervisors are expected to have undertaken mandatory training in the areas described below before being selected for their role.

Once undertaken, it is not necessary to repeat this training, although named educational and named clinical supervisors are expected to demonstrate an ongoing commitment to their development as a medical educator through participation in a regular cycle of review.

As a minimum, Educational Supervisors in Yorkshire and the Humber must have attended the Train the Trainer course (University of Leeds) or have an equivalent teaching qualification. Attendance at other Study days and workshops, such as the Mentor Study Days would be useful but do not serve as minimum qualifications.

Online Learning Resources:

CPPE Leadership/Supporting Educators and Trainers resources at www.cppe.ac.uk

Future Learn <https://www.futurelearn.com/courses/clinical-supervision-with-confidence>

Appendix A

Educational Supervisor Scheme Application/Nomination Form

Course Dates:	
Applicant Details	
Name	
Job Title	
Full Name and Address of organisation	
Home Address	
Telephone Number (emergency use only)	
Professional Qualification (e.g. BTEC, NVQ)	
Relevant underpinning knowledge	
Candidate statement in support of application. (Why do you think you should undertake this role? E.g. experience, benefits and relevance to your post) (min 250 words).	
<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">DRAFT</p> <p>Candidate signature:.....Date:.....</p> <p>Professional Registration Number (if applicable) :</p>	

Teaching qualification(s):

Teaching Qualification	Teaching Qualification
UoL Train the Trainer Course	
Certificate in Education (CertEd)	
Post-Compulsory Education and Training (PCET)	
Teacher Practitioner Status within HEI or FEI	
Internal Verifier qualifications	
Master of Education (MEd)/other	

Comments:

Mentor Details

Name

Job Title

I am willing to mentor the candidate named above.

Signed

Approval by Senior Manager

I recommend this candidate for the role of Educational Supervisor.

Signed

Date

The application form must be completed and returned to:
medicinesoptimisation.yh@hee.nhs.uk

Appendix B

Evidence of Good Practice (Professional Discussion)

Please list the evidence of good practice that you are submitting and the Professional Development Framework area(s) to which it relates. Each piece of evidence may relate to more than one area (number of pieces of evidence to be decided locally).

Candidate's Name Assessor's Name

Assessment Name - Educational Supervisor Accreditation

Organisation Name

Time and date of discussion

Evidence of good practice	Framework area (please tick)						
	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

Record of discussion	
Related training undertaken	
Future training needs identified	
Assessor comments	
Candidate comments	
By signing below you are agreeing that the contents are accurate	
Signature of Candidate	
Signature of Assessor	
Date	

Appendix C

Summary of Achievements

Candidate's Name Assessor's Name

Assessment Name - Educational Supervisor Accreditation

Organisation

Each of the following areas must be completed and signed by the Assessor before this form can be signed off by the Senior Manager.

	Signature of Assessor	Date
Application/Nomination form		
Achievement of Education Component (e.g. UoL Train the Train Course; Certificate in Education (CertEd); Post-Compulsory Education and Training (PCET); Teacher Practitioner Status within HEI or FEI; Internal Verifier Qualifications; Master of Education (MEd)/other		
Review of on-going CPD		
Evidence of recent mentoring of students		
Evidence of Good Practice (via professional discussion)		

I (print name) _____ confirm that the candidate:

- has completed the relevant assessments and has successfully completed all of the above areas of work.
- has passed the final professional discussion assessment

I am satisfied that:

- the areas of work listed above have been carried out to the expected standard of practice from the education provider/centre/programme
- procedures, policies and professional codes of conduct have been followed
- all work has been verified as the candidates own
- the candidate's portfolio has been verified and may be sent for external verification

Signed (SM or deputy).

Professional registration number.....

Job title Date

Resources

1. 'Professional Development Framework for Educators new edition 2016, London Deanery, <http://www.faculty.londondeanery.ac.uk/professional-development-framework-for-supervisors>
2. 'NACT UK Roles and Responsibilities of an Educational Supervisor',

NACT UK Roles and Responsibilities of an Educational Supervisor' Appendix 2 of the Faculty Guide, The Workplace Learning Environment in Postgraduate Medical Training, October 2013
3. 'Guidance on Tutoring for Pharmacist and Pharmacy Technicians, January 2014', General Pharmaceutical Council, http://www.pharmacyregulation.org/sites/default/files/Guidance%20on%20tutoring%20for%20pharmacists%20and%20pharmacy%20technicians%2028.01.14_0.pdf

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