

# Professional Development Framework for Educators



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# Contents

<b>Executive summary</b>	<b>2</b>
<b>Quick guide</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<b>Using the Framework</b>	<b>6</b>
<b>Why produce a Professional Development Framework for Educators</b>	<b>6</b>
<b>Mapping the Framework</b>	<b>8</b>
<b>Framework Areas</b>	<b>10</b>
<b>Content of suggested training</b>	<b>18</b>
<b>Mapping of suggested e-Learning</b>	<b>19</b>
<b>Constructing local interprofessional faculty development programmes</b>	<b>21</b>
<b>References</b>	<b>22</b>
<b>Appendix A: Educator portfolio documentation</b>	<b>23</b>

## Executive Summary

The Professional Development Framework for Educators provides a set of domains to guide practitioners in their development as educators and supervisors of healthcare learners. The Framework is applicable to all educators working in clinical practice and Higher Education Institutions (HEIs) as guidance for best practice. The Framework can also be used by education providers to plan interprofessional faculty development provision locally.

There are seven developmental areas which aim to enable educators to develop standards required to:

- Ensure patient safety
- Enhance quality in the provision of care
- Foster rapid acquisition of learner knowledge, skills and professional attitudes.

Each of the seven areas map to professional regulatory standards for education and training including the Health Education England (HEE) Quality Framework standards, details of which can be found on page 8.

The Framework is applicable to educators working across HEE in London and South East.

## Quick guide: The Framework Areas

The Framework is designed around seven key areas of activity, all of which relate to the role of an educator and supervisor across healthcare learning environments. The seven areas are listed below. Further details on how to complete each area can be found on pages 11-17.

<b>1</b>	<b>Ensuring safe and effective patient care through training</b> 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.
<b>2</b>	<b>Establishing and maintaining an environment for learning</b> This area is about how you make the clinical environment safe and conducive to effective learning for learners and others.
<b>3</b>	<b>Teaching and facilitating learning</b> This area is about how you work with learners to facilitate their learning.
<b>4</b>	<b>Enhancing learning through assessment</b> This area is about your approach to assessment and feedback.
<b>5</b>	<b>Supporting and monitoring educational progress</b> This area is about the support you provide to learners in their progression towards completion of training and their intended career destination.
<b>6</b>	<b>Guiding personal and professional development</b> This area is about the support you provide to learners in relation to their personal and professional development.
<b>7</b>	<b>Continuing professional development as an educator</b> This area is about your own professional development as a healthcare educator.

## What do I need to do?

This Framework is applicable to all educators in clinical settings and Higher Education Institutions to help you demonstrate your skills and behaviours in your role as an educator and to guide best practice. **The table on page 8 provides information on how the above Framework areas map to professional regulatory standards and includes links to your own profession-specific requirements, which you are still required to meet.**

Educators who need to meet the standards provided by the HCPC, GDC and GMC for example, will see that the Framework aligns closely to those requirements. For other professions e.g. nursing and midwifery, although the Framework maps to the regulatory standards there are specific approval requirements that also need to be adhered to. Links to the relevant regulatory documentation can be found on page 8.

This Framework will guide educators across the professions to develop a portfolio of expertise within their profession and also from an interprofessional educational perspective. Therefore, as you read through the Framework areas in more detail, please note the evidence that you can provide to demonstrate your skills as an educator against each of the seven areas. These can be skills obtained from relevant professional practice as well as skills learnt in profession-specific and multi-professional educational programmes. We have provided an 'educator portfolio' form in Appendix A, which can be used to document and evidence your skills. It can also be used to form the basis of a developmental discussion and/or a review about your role as an educator.

## Introduction

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.

The Academy of Healthcare Science (AHCS), General Pharmaceutical Council (GPhC), Health Care Professions Council (HCPC), General Dental Council (GDC), General Medical Council (GMC) and the Nursing and Midwifery Council (NMC) provide the profession-specific requirements and standards for education and training. The seven areas of this Framework map to the main regulatory standards and align to the mandatory requirements for the training of educators across the professions.

The above regulators stipulate that education providers must ensure there are enough staff members who are suitably qualified and enabled to carry out their role as educators. Furthermore, learners must have appropriate supervision, mentorship and workload to ensure that patients receive care that is safe and of a high standard.

The Framework provides:

- overarching principles to guide the professional development of educators to ensure that educators receive the necessary support to provide effective education and training.
- a consistent approach to select and appraise educators to undertake the role.
- a structure for educational governance processes to help education providers to ensure that they evaluate, manage and improve the quality of education and training.
- a description of the relationship with standards for education and training including standards set by the AHCS, GDC, GMC, GPhC, HCPC and NMC.
- guidance on educational roles
- a template portfolio that can be used for the educational review/appraisal process, where applicable to your profession.
- the basis on which education providers can plan their local interprofessional faculty development provision.

## Who is the Framework for?

This Framework provides overarching principles to guide the professional development of educators across the healthcare professions. For the purpose of this Framework the term 'educator' encompasses all educational, supervisory, preceptorship and mentorship roles of all learner groups, at the undergraduate and postgraduate level. For a description of roles within each profession please access the online [Educator Role Mapping Tool](#).

## 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 interprofessional 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.

We recognise however that some regulators such as the NMC may stipulate specific courses for initial qualification as an educator; in such disciplines the domains can be used to promote on-going professional development. For each Framework area 'suggested resources' are provided as a guidance to signpost some of the resources available that can be undertaken to help demonstrate competencies against each area.

## Why produce a Professional Development Framework for Educators?

*“For HEE, the quality of teaching, learning and assessments, particularly in work-based placements, lies at the heart of our responsibility in the NHS” (HEE, 2016).*

It is now essential for education providers and institutions to demonstrate that those involved in the education and supervision of learners within their organisation have the necessary knowledge, skills and approaches to help develop and support all learners groups, across the healthcare professions.

The vision set out by the NHS Five Year Forward View (2015), proposes the breakdown of barriers in the provision of care and the establishment of new Multi-specialty Community Providers, that will require healthcare professionals to be organised efficiently into multi-disciplinary teams. To meet these changes effectively, practitioners undertaking educational and supervisory roles will need to be highly skilled and flexible in order to meet the educational and supervisory needs of all learner groups.

This vision is supported by the HEE Quality Framework 2016/17 (HEE 2016), the principles of which encourage collaborative working across all healthcare education providers in all settings, and provides a framework for the evaluation, management and quality improvement of education and training for all healthcare learners. The domains of the Quality Framework can be mapped to the areas of this Framework, details of which can be found on page 8.

The Five Year Forward View and the HEE Quality Framework 2016/17 recognise the need to promote interprofessional education. Bringing together standards for all educators into one framework provides opportunities for interprofessional collaboration and new approaches to faculty development that can be identified and capitalised upon. This Framework is therefore intended for all practitioners to guide their professional development for roles that they are undertaking in the education and supervision of healthcare learners. It is applicable across the healthcare professions and the competencies demonstrated in the seven developmental areas below are applicable to the education and training of all learner groups.

The domains are mapped to and recognise the professional standards for specific disciplines as follows:

For doctors, the GMC’s *Promoting Excellence*, sets the standards on how educators need to be ‘selected, inducted, trained and appraised to reflect their education and training responsibilities’ (GMC 2016). This Framework is entirely consistent with the GMC’s standards for named educational and named clinical supervisors.

For dentists, the GDC’s *Standards for Education* provides the standards and requirements for those delivering education and training programmes and clearly stipulate that ‘Supervisors must be appropriately qualified and trained’. The COPDEND *Standards for Dental Educators* goes further to provide a detailed framework for the professional development of educators.

For nurses and midwives, the NMC states in their standards for mentors, practice teachers and teachers that those assessing whether a student has met the required proficiency for safe and effective practice must ‘have developed their own knowledge, skills and competency beyond that of registration through CPD, either formal or experiential learning’ (NMC 2008).

For allied health professionals, the HCPC *Standards for education and training* stipulates that 'practice placement educators must undertake appropriate practice placement educator training' (HCPC 2014). In addition, the *Practice Education Guidance* builds upon the above *Standards* by providing additional guidance to reinforce the important role of educators and increase recognition amongst stakeholders (H&CP 2016).

For healthcare scientists, the Academy of Healthcare Science (AHCS) sets out a range of standards for education and training which describe expectations of education providers at the HEI and clinical setting, to ensure quality of training for learners.

The General Pharmaceutical Council, *Guidance on tutoring for pharmacists and pharmacy technicians* (GPhC 2014) provides guidance to pharmacists and pharmacy technicians who act as tutors for pre-registration trainee pharmacists and pre-registration trainee pharmacy technicians. This document is linked to the GPhC standards of conduct ethics and performance and highlights five key standards relevant to the tutor role and provides guidance to help tutors in their role.

Information on how the Framework areas map to the professional regulatory standards for education and training for each of the above professions, including the HEE Quality Framework domains can be found on page 8. A description of the educational and supervisory roles within each profession can be found in the [Educator Role Mapping Tool](#).



## Mapping the Framework areas to other standards and guidance

The table below demonstrates how the Framework Areas map to the standards and guidance for education and training developed by the healthcare professional regulators. The links will provide you with access to the standards documentation containing where applicable, profession-specific requirements, which you are still required to meet.

London and the South East (LaSE) Professional Development Framework for Educators	<a href="#">HEE Quality Framework 2016/17</a>	<a href="#">Health &amp; Care Professions Council (HCPC), Standards of education and training<sup>1</sup></a>	<a href="#">Academy for Healthcare Science (AHCS), Standards of Education and Training</a>	General Medical Council, <a href="#">A Framework for the Professional Development of Postgraduate Medical Supervisors</a> , (AoME) <sup>2</sup>	<a href="#">General Pharmaceutical Council (GPhC), Guidance on tutoring for pharmacists and pharmacy technicians</a>	<a href="#">Nursing and Midwifery Council (NMC), Standards to support learning and assessment in practice</a>	<a href="#">COPDEND, Standards for Dental Educators</a>
<b>1</b> Ensuring safe and effective patient care through training	<b>Standard 1:</b> Learning Environment and Culture	Standards for Practice Placements <b>(5)</b>	<b>Domain 1</b> , Patient protection and engagement <b>Domain 2</b> , Learner-centred approach	<b>Area 1</b> , Ensuring safe and effective patient care through training	<b>2.1</b> You must put patient safety first at all times <b>2.3</b> You must make sure that a trainee is training safely and effectively	<b>Domain 1</b> , Establishing effective working relationships <b>Domain 6</b> , Context of practice	<b>Domain 1</b> , Teaching and learning <b>Domain 4</b> , Quality assurance
<b>2</b> Establishing and maintaining an environment for learning	<b>Standard 1.</b> Learning Environment and Culture	Standards for Practice Placements <b>(5)</b>	<b>Domain 2</b> , Learner-centred approach <b>Domain 3</b> , Programme content, delivery, assessment and management	<b>Area 2</b> , Learning Environment and Culture	<b>2.3</b> You must make sure that a trainee is training safely and effectively	<b>Domain 5</b> , Creating an environment for learning <b>Domain 1</b> , Establishing effective working relationships <b>Domain 6</b> , Context of practice	<b>Domain 1</b> , Teaching and learning
<b>3</b> Teaching and facilitating learning	<b>Standard 3.</b> Supporting and Empowering Learners	Standards for Curriculum <b>(4)</b> and Practice Placements <b>(5)</b>	<b>Domain 2</b> , Learner-centred approach <b>Domain 3</b> , Programme content, delivery, assessment and management	<b>Area 3</b> , Teaching and facilitating learning	<b>2.3</b> You must make sure that a trainee is training safely and effectively <b>3.4</b> Giving feedback to your trainee	<b>Domain 2</b> , Facilitation of learning	<b>Domain 1</b> , Teaching and learning <b>Domain 5</b> , Management

<sup>1</sup> The standards relate to the Allied Health Professions regulated by the HCPC. For a full list of the professions please visit [www.hcpc-uk.org](http://www.hcpc-uk.org).

<sup>2</sup> The AoME Framework areas meet the GMC [Approval and Recognition of Trainers Implementation Plan](#). The areas are also applicable to Dental educators.

<p><b>4</b> Enhancing learning through assessment</p>	<p><b>Standard 3.</b> Supporting and Empowering Learners</p>	<p>Standards for Practice Placements <b>(5)</b> and Assessments <b>(6)</b></p>	<p><b>Domain 3,</b> Programme content, delivery, assessment and management</p>	<p><b>Area 4,</b> Enhancing learning through assessment</p>	<p><b>3.3</b> Assessing your trainee's performance</p>	<p><b>Domain 3,</b> Assessment and accountability</p>	<p><b>Domain 1,</b> Teaching and learning <b>Domain 2,</b> Assessing the learner</p>
<p><b>5</b> Supporting and monitoring educational progress</p>	<p><b>Standard 2.</b> Educational Governance and Leadership <b>Standard 3.</b> Supporting and Empowering Learners</p>	<p>Standards for Practice Placements <b>(5)</b></p>	<p><b>Domain 1,</b> Patient protection and engagement <b>Domain 2,</b> Learner-centred approach</p>	<p><b>Area 5,</b> Supporting and monitoring educational progress</p>	<p><b>2.4</b> You must take appropriate action when a concern is raised by or about a trainee <b>3.5</b> Supporting your trainee</p>	<p><b>Domain 4,</b> Evaluation of learning</p>	<p><b>Domain 1,</b> Teaching and learning <b>Domain 3,</b> Guidance for personal and professional development</p>
<p><b>6</b> Guiding personal and professional development</p>	<p><b>Standard 3.</b> Supporting and Empowering Learners</p>	<p>Standards for Practice Placements <b>(5)</b></p>	<p><b>Domain 2,</b> Learner-centred approach</p>	<p><b>Area 6,</b> Guiding personal and professional development</p>	<p><b>2.5</b> You must maintain confidentiality in relation to your tutoring role, but disclose relevant information about a trainee when it is in the public interest to do so <b>3.1</b> Being a professional role model</p>	<p><b>Domain 4,</b> Evaluation of learning <b>Domain 5,</b> Creating an environment for learning <b>Domain 8,</b> Leadership</p>	<p><b>Domain 3,</b> Guidance for personal and professional development <b>Domain 5,</b> Management</p>
<p><b>7</b> Continuing professional development as an educator</p>	<p><b>Standard 3.</b> Supporting and Empowering Learners <b>Standard 4.</b> Supporting and Empowering Educators</p>	<p>Standards for Practice Placements <b>(5)</b></p>	<p><b>Domain 3,</b> Programme content, delivery, assessment and management</p>	<p><b>Area 7,</b> Continuing professional development as an educator</p>	<p><b>2.2</b> You must practise as a tutor only if you are fit and competent to do so</p>	<p><b>Domain 7,</b> Evidence-based practice <b>Domain 8,</b> Leadership</p>	<p><b>Domain 4,</b> Quality assurance <b>Domain 5,</b> Management</p>

# Professional Development Framework Areas

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

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.

For information on how each of the regulatory standards map to the seven areas, please see the 'Mapping the Framework' section on page 8.

Each section of the Framework contains:

- description of the area
- expectations of an effective educator and supervisor
- 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.



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

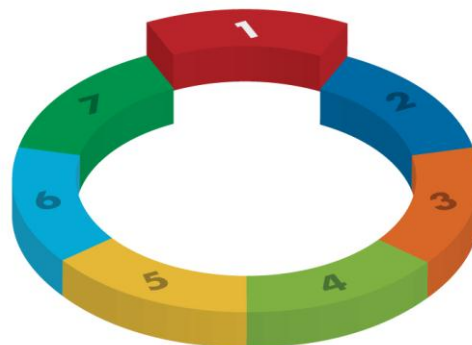
Continuing professional development as an educator.

The Framework is underpinned by the multi-professional HEE Quality Strategy 2016-2020 that sets out to 'measure, recognise and improve quality in the education and training environment' (HEE, 2016). It supports the role of HEE Postgraduate Deans in implementing the Strategy locally by providing a structure to guide the professional development of all educators and supervisors to ensure quality in education and training of learners.

In addition, this Framework supports the core professional values expressed in the standards set by the healthcare regulators (AHCS, COPDEND, GMC, GPhC, HCPC, NMC,) that apply to all healthcare practitioners, including educators and supervisors.

## 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.



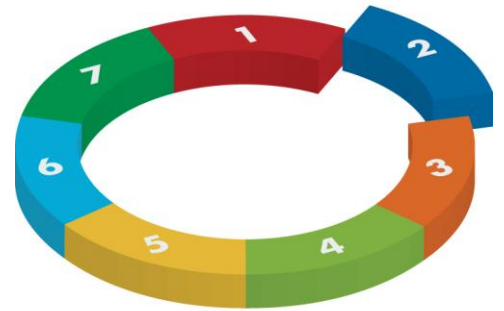
The effective educator	The excellent educator also
<ul style="list-style-type: none"> <li>Balances the needs of service delivery with education</li> <li>Acts to ensure the health, wellbeing and safety of patients at all times</li> <li>Ensures that learners have undertaken appropriate induction and work under appropriate supervision</li> <li>Allows learners, when suitably competent, to take responsibility for care, appropriate to the needs of the patient</li> <li>Ensures that learners understand the importance of providing culturally competent care</li> </ul>	<ul style="list-style-type: none"> <li>Uses educational interventions to enhance patient care</li> <li>Involves learners in service improvement</li> <li>Involves patients as educators</li> </ul>

Examples of relevant evidence
<ul style="list-style-type: none"> <li>Courses attended or programmes undertaken including, face-to-face, e-learning, webinars</li> <li>Learner, student and trainee surveys e.g. HEFCE National Student Survey, GMC National Training Survey</li> <li>Feedback from patients about care received</li> <li>Details of measures put in place to ensure supervision appropriate to learners' competence and confidence</li> <li>Audits, examples of topics critically appraised by learners</li> <li>Examples of near miss/critical incident analysis</li> </ul>

Suggested resources
<ul style="list-style-type: none"> <li>e-training for trainers: <a href="http://www.efft.co.uk">www.efft.co.uk</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>e-Learning for healthcare (e-LfH): <a href="http://www.e-lfh.org.uk/home">www.e-lfh.org.uk/home</a></li> <li>Multi-professional Faculty Development e-learning: <a href="http://www.faculty.londondeanery.ac.uk/e-learning">www.faculty.londondeanery.ac.uk/e-learning</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>Multi-professional Faculty Development short courses: <a href="http://www.faculty.londondeanery.ac.uk/courses-and-events">www.faculty.londondeanery.ac.uk/courses-and-events</a></li> <li>Royal College of Physicians - 'Educational supervisor workshop and accreditation': <a href="http://www.rcplondon.ac.uk">www.rcplondon.ac.uk</a></li> </ul>

## 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.



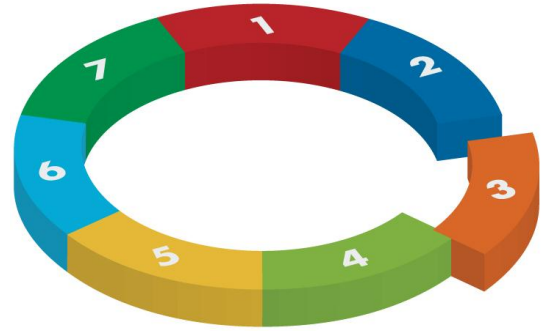
The effective educator	The excellent educator <i>also</i>
<ul style="list-style-type: none"> <li>• Encourages participation through provision of equality of opportunity and acknowledgement of diversity</li> <li>• Ensures that learners receive the necessary instruction and protection in situations that might expose them to risk</li> <li>• Ensures that the learning environment and resources provided are suitable for the programme</li> <li>• Encourages and maintains the confidence of learners</li> <li>• Is open, approachable and available</li> <li>• Maintains good interpersonal relationships with learners and colleagues</li> <li>• Provides protected time for teaching and learning</li> <li>• Involves the multi-professional team in the delivery of teaching and supervision</li> <li>• Is aware of the team's experience and skills relating to teaching and supervision</li> <li>• Ensures that workload requirements on learners are legal and that, wherever possible, they do not compromise learning</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively seeks the views of learners on their experience</li> <li>• Takes steps to establish a learning community within their department and/or organisation</li> <li>• Monitors, evaluates and takes steps to address areas for improvement in teaching and learning</li> </ul>

Examples of relevant evidence
<ul style="list-style-type: none"> <li>• Courses attended or programmes undertaken including face-to-face, e-learning, webinars</li> <li>• Learner, student and trainee surveys e.g. HEFCE National Student Survey, GMC National Training Survey</li> <li>• Other feedback from learners e.g. placement reports and/or 360° feedback</li> <li>• Details of learning programmes, study schedules, timetables for learners and educators</li> <li>• Feedback from colleagues</li> </ul>

Suggested resources
<ul style="list-style-type: none"> <li>• e-training for trainers: <a href="http://www.etft.co.uk">www.etft.co.uk</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>• e-Learning for healthcare (e-LfH): <a href="http://www.e-lfh.org.uk/home">www.e-lfh.org.uk/home</a></li> <li>• Multi-professional Faculty Development e-learning: <a href="http://www.faculty.londondeanery.ac.uk/e-learning">www.faculty.londondeanery.ac.uk/e-learning</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>• Multi-professional Faculty Development short courses: <a href="http://www.faculty.londondeanery.ac.uk/courses-and-events">www.faculty.londondeanery.ac.uk/courses-and-events</a></li> <li>• Royal College of Physicians - 'Educational supervisor workshop and accreditation': <a href="http://www.rcplondon.ac.uk">www.rcplondon.ac.uk</a></li> </ul>

### 3. Teaching and facilitating learning

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



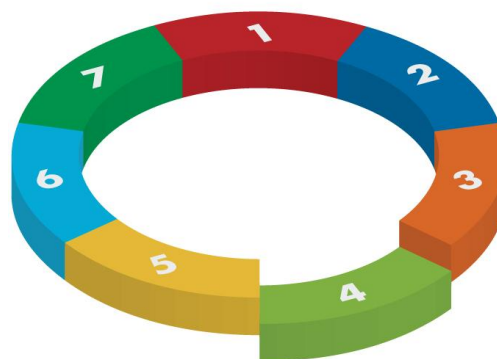
The effective educator	The excellent educator <i>also</i>
<ul style="list-style-type: none"> <li>• Has up-to-date subject knowledge and/or skills</li> <li>• Provides direct guidance on clinical work where appropriate</li> <li>• Has effective supervisory conversational skills</li> <li>• Plans learning and teaching episodes</li> <li>• Uses a range of appropriate teaching interventions in the clinical setting</li> <li>• Facilitates a wide variety of learning opportunities</li> <li>• Helps the learner develop an ability for self-directed learning</li> <li>• Allows the learner to make contributions to clinical practice and innovation of graduated value and importance commensurate with their competence</li> <li>• Uses technology-enhanced learning where appropriate, e.g. simulation</li> <li>• Encourages access to formal learning opportunities, e.g. study days</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates exemplary subject knowledge or skills</li> <li>• Understands and can apply theoretical frameworks to their practice</li> <li>• Is involved with wider educational issues (e.g. recruitment to programmes, examination setting and curriculum development) beyond the supervisory relationship</li> <li>• Works with the department and/or provider to ensure a wide range of learning opportunities is available, e.g. simulation facilities, courses</li> </ul>

Examples of relevant evidence
<ul style="list-style-type: none"> <li>• Courses attended or programmes undertaken including face-to-face, e-learning, webinars</li> <li>• Learner, student and trainee surveys e.g. HEFCE National Student Survey, GMC National Training Survey</li> <li>• Other feedback from learners e.g. placement reports and/or 360 degree feedback</li> <li>• Details of learning programmes, study schedules and timetables for learners</li> <li>• Feedback from colleagues</li> <li>• Evidence of recent initiatives to enhance the provision of learning opportunities</li> </ul>

Suggested resources
<ul style="list-style-type: none"> <li>• e-training for trainers: <a href="http://www.etft.co.uk">www.etft.co.uk</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>• e-Learning for healthcare (e-LfH): <a href="http://www.e-lfh.org.uk/home">www.e-lfh.org.uk/home</a></li> <li>• Multi-professional Faculty Development e-learning: <a href="http://www.faculty.londondeanery.ac.uk/e-learning">www.faculty.londondeanery.ac.uk/e-learning</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>• Multi-professional Faculty Development short courses: <a href="http://www.faculty.londondeanery.ac.uk/courses-and-events">www.faculty.londondeanery.ac.uk/courses-and-events</a></li> <li>• Royal College of Physicians - 'Educational supervisor workshop and accreditation': <a href="http://www.rcplondon.ac.uk">www.rcplondon.ac.uk</a></li> </ul>

## 4. Enhancing learning through assessment

This area is about your approach to assessment and feedback.



The effective educator	The excellent educator <i>also</i>
<ul style="list-style-type: none"> <li>Regularly observes the learner's performance and offers feedback</li> <li>Plans and/or monitors assessment activities</li> <li>Uses workplace-based assessments (formative and summative) appropriately</li> <li>Provides feedback that is clear, focused and aimed at improving specific aspects of learner performance</li> <li>Ensures that the learner participates in 360° appraisal</li> <li>Supports the learner in preparation for professional and academic external examinations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates exemplary subject knowledge or skills</li> <li>Understands and can apply theoretical frameworks to their practice</li> <li>Is involved with wider educational issues (e.g. recruitment to programmes, examination setting and curriculum development) beyond the supervisory relationship</li> <li>Works with the department and/or provider to ensure a wide range of learning opportunities is available, e.g. simulation facilities, courses</li> </ul>

Examples of relevant evidence
<ul style="list-style-type: none"> <li>Courses attended or programmes undertaken including face-to-face, e-learning, webinars</li> <li>Learner, student and trainee surveys e.g. HEFCE National Student Survey, GMC National Training Survey</li> <li>Other feedback from learners e.g. placement reports and/or 360° feedback</li> <li>Details of programmes, study schedules and timetables for learners indicating assessment modes, patterns and relevance to learning</li> <li>Feedback from peers e.g. relating to external examining or professional assessment</li> </ul>

Suggested resources
<ul style="list-style-type: none"> <li>e-training for trainers: <a href="http://www.etft.co.uk">www.etft.co.uk</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>e-Learning for healthcare (e-LfH): <a href="http://www.e-lfh.org.uk/home">www.e-lfh.org.uk/home</a></li> <li>Multi-professional Faculty Development e-learning: <a href="http://www.faculty.londondeanery.ac.uk/e-learning">www.faculty.londondeanery.ac.uk/e-learning</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>Multi-professional Faculty Development short courses: <a href="http://www.faculty.londondeanery.ac.uk/courses-and-events">www.faculty.londondeanery.ac.uk/courses-and-events</a></li> <li>Royal College of Physicians - 'Educational supervisor workshop and accreditation': <a href="http://www.rcplondon.ac.uk">www.rcplondon.ac.uk</a></li> </ul>



## 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.



The effective educator	The excellent educator <i>also</i>
<ul style="list-style-type: none"> <li>• Agrees an educational plan at the outset of the training period</li> <li>• Understands the curricula requirements of the discipline and stage of training</li> <li>• Identifies learning needs and sets educational objectives</li> <li>• Involves the learner in the above processes</li> <li>• Reviews and monitors progress through regular timetabled meetings</li> <li>• Ensures that appropriate records are kept in relation to learner progress</li> <li>• Uses an educational portfolio appropriately and encourages its use by learners</li> <li>• Provides continuity of supervision or ensures effective educational handover</li> <li>• Responds efficiently and effectively to emerging problems of learner progress</li> <li>• Is aware of, and can access, available support for the learner in difficulty</li> <li>• Understands their role and responsibilities within the educational governance structures of their local education provider, lead provider, HEE teams, relevant professional bodies and Colleges</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively seeks out opportunities for providing formal support and career development activities for learners</li> <li>• Establishes and/or evaluates schemes for monitoring learner progress across the department /organisation</li> <li>• Involves his or herself in external activities relevant to learners in difficulty or career progression (e.g. HEIs committees, ARCP panels, or GMC)</li> </ul>

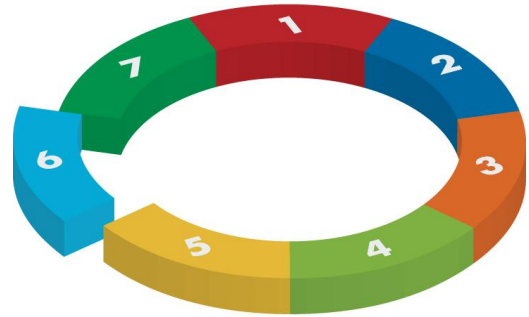
Examples of relevant evidence
<ul style="list-style-type: none"> <li>• Courses attended or programmes undertaken including face-to-face, e-learning, webinars</li> <li>• Learner, student and trainee surveys e.g. HEFCE National Student Survey, GMC National Training Survey</li> <li>• Other feedback from learners e.g. placement reports and/or 360° feedback</li> <li>• Examples of meetings, records of learner progress and learning plans (anonymised)</li> <li>• Case studies of the management of a learner in difficulty (anonymised)</li> <li>• Feedback from peers e.g. relating to involvement in organisational/professional activities</li> </ul>

Suggested resources
<ul style="list-style-type: none"> <li>• e-training for trainers: <a href="http://www.etft.co.uk">www.etft.co.uk</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>• e-Learning for healthcare (e-LfH): <a href="http://www.e-lfh.org.uk/home">www.e-lfh.org.uk/home</a></li> <li>• Multi-professional Faculty Development e-learning: <a href="http://www.faculty.londondeanery.ac.uk/e-learning">www.faculty.londondeanery.ac.uk/e-learning</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>• Multi-professional Faculty Development short courses: <a href="http://www.faculty.londondeanery.ac.uk/courses-and-events">www.faculty.londondeanery.ac.uk/courses-and-events</a></li> <li>• Royal College of Physicians - 'Educational supervisor workshop and accreditation': <a href="http://www.rcplondon.ac.uk">www.rcplondon.ac.uk</a></li> </ul>



## 6. Guiding personal and professional development

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



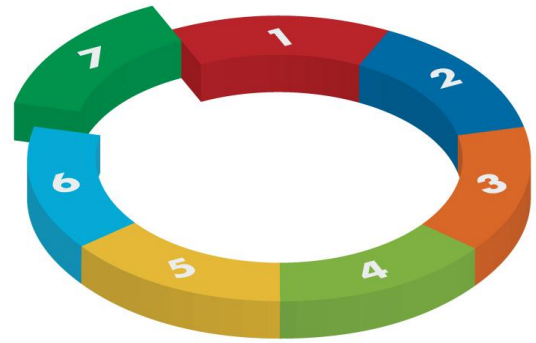
The effective educator	The excellent educator <i>also</i>
<ul style="list-style-type: none"> <li>Provides a positive role model</li> <li>Has effective supervisory conversational skills</li> <li>Utilises a range of skills and techniques relevant to personal and professional development</li> <li>Is able to set and maintain appropriate boundaries</li> <li>Understands when and where to refer on to other agencies, e.g. occupational health, counselling, careers advice services</li> <li>Ensures that the learner is aware of the requirements of, and participates in, NHS Appraisal</li> <li>Ensures that the learner participates in 360° appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates exemplary subject knowledge or skills</li> <li>Understands and can apply theoretical frameworks to their practice</li> <li>Promotes, encourages and demonstrates clinical leadership</li> <li>Is involved with wider educational issues (e.g. recruitment to programmes, examination setting and curriculum development) beyond the supervisory relationship</li> <li>Works with the department and/or provider to ensure a wide range of learning opportunities is available e.g. simulation facilities, courses</li> </ul>

Examples of relevant evidence
<ul style="list-style-type: none"> <li>Courses attended or programmes undertaken including, face-to-face, e-learning, webinars</li> <li>Learner, student and trainee surveys e.g. HEFCE National Student Survey, GMC National Training Survey</li> <li>Other feedback from learners e.g. placement reports and/or 360 degree feedback</li> <li>Examples of meetings, records, case studies (suitably anonymised)</li> <li>Examples of support, challenge and careers guidance provided to learners (anonymised)</li> <li>Feedback from peers</li> </ul>

Suggested resources
<ul style="list-style-type: none"> <li>e-training for trainers: <a href="http://www.etft.co.uk">www.etft.co.uk</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>e-Learning for healthcare (e-LfH): <a href="http://www.e-lfh.org.uk/home">www.e-lfh.org.uk/home</a></li> <li>Multi-professional Faculty Development e-learning: <a href="http://www.faculty.londondeanery.ac.uk/e-learning">www.faculty.londondeanery.ac.uk/e-learning</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>Multi-professional Faculty Development short courses: <a href="http://www.faculty.londondeanery.ac.uk/courses-and-events">www.faculty.londondeanery.ac.uk/courses-and-events</a></li> <li>Royal College of Physicians - 'Educational supervisor workshop and accreditation': <a href="http://www.rcplondon.ac.uk">www.rcplondon.ac.uk</a></li> </ul>

## 7. Continuing professional development as an educator

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



The effective educator	The excellent educator <i>also</i>
<ul style="list-style-type: none"> <li>Evaluates own supervisory practice</li> <li>Evaluates own practice as an educator</li> <li>Takes action to improve own practice on the basis of feedback received, e.g. appraisal, informal feedback</li> <li>Maintains professional practice in line with specialty and regulatory requirements</li> </ul>	<ul style="list-style-type: none"> <li>Actively seeks the views of colleagues through, e.g. 360° appraisal, peer observation</li> <li>Engages in programmes of educational development, e.g. training the trainers courses, postgraduate certificates, Masters programmes</li> <li>Assists in the development of others as educators, including learners</li> </ul>

Examples of relevant evidence
<ul style="list-style-type: none"> <li>Courses attended or programmes undertaken including face-to-face, e-learning, webinars</li> <li>Results of 360° feedback</li> <li>Certificates or qualifications obtained</li> <li>Critical comments on relevant books or articles read recently</li> <li>Results of peer review or professional observation of teaching</li> <li>Keeps up to date on specific specialty and/or Foundation training requirements</li> </ul>

Suggested resources
<ul style="list-style-type: none"> <li>e-training for trainers: <a href="http://www.etft.co.uk">www.etft.co.uk</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>e-Learning for healthcare (e-LFH): <a href="http://www.e-lfh.org.uk/home">www.e-lfh.org.uk/home</a></li> <li>Multi-professional Faculty Development e-learning: <a href="http://www.faculty.londondeanery.ac.uk/e-learning">www.faculty.londondeanery.ac.uk/e-learning</a> (Page 19 provides details on how the modules map to the Framework areas)</li> <li>Multi-professional Faculty Development short courses: <a href="http://www.faculty.londondeanery.ac.uk/courses-and-events">www.faculty.londondeanery.ac.uk/courses-and-events</a></li> <li>Royal College of Physicians - 'Educational supervisor workshop and accreditation': <a href="http://www.rcplondon.ac.uk">www.rcplondon.ac.uk</a></li> </ul>

## Content of suggested training

The areas defined in the Professional Development Framework are to guide the professional development of all educators and to provide a structure for educational providers to plan and design their interprofessional faculty development programmes. A recommended outline curriculum for training is mapped below to the seven Framework areas.

<p><b>1. Ensuring safe and effective patient care through training</b></p> <ul style="list-style-type: none"> <li>• Balancing the needs of service delivery with education</li> <li>• Allowing learners, when suitably competent, to take responsibility for care, appropriate to the needs of the patient</li> <li>• Developing appropriate induction</li> </ul>
<p><b>2. Establishing and maintaining an environment for learning</b></p> <ul style="list-style-type: none"> <li>• Creating a learning environment</li> <li>• Identifying and planning learning opportunities</li> <li>• Dealing with diversity and providing equality of opportunity (educators should seek specific advice from their relevant regulatory body on updates to be undertaken)</li> </ul>
<p><b>3. Teaching and facilitating learning</b></p> <ul style="list-style-type: none"> <li>• Assessing learning needs</li> <li>• Using a variety of methods to deliver the curriculum</li> <li>• Skills teaching</li> <li>• Developmental conversational skills, e.g. supervision, mentoring, coaching</li> </ul>
<p><b>4. Enhancing learning through assessment</b></p> <ul style="list-style-type: none"> <li>• Principles of workplace-based assessment</li> <li>• Use of commonly used tools, e.g. workplace-based assessments tools, Objective Structured Clinical Examinations, multi-source feedback.</li> <li>• Giving effective feedback</li> </ul>
<p><b>5. Supporting and monitoring educational progress</b></p> <ul style="list-style-type: none"> <li>• Setting and reviewing learning objectives</li> <li>• Purpose and processes of portfolios</li> <li>• Annual review of competence progression</li> <li>• Identification, diagnosis and management of the learner in difficulty</li> </ul>
<p><b>6. Guiding personal and professional development</b></p> <ul style="list-style-type: none"> <li>• Personal development planning</li> <li>• Career guidance and advice</li> </ul>
<p><b>7. Continuing professional development as an educator</b></p> <ul style="list-style-type: none"> <li>• Discipline-specific requirements</li> </ul>

## Mapping of suggested e-Learning to the Framework areas

The table below provides information on how the seven areas of the Framework maps to suggested e-Learning modules developed by Multi-professional Faculty Development [www.faculty.londondeanery.ac.uk](http://www.faculty.londondeanery.ac.uk) and e-training for trainers (etft) [www.etft.co.uk](http://www.etft.co.uk).

Framework Area	Multiprofessional Faculty Development e-Learning	ETFT Course	ETFT e-Module within that course (if >1)	Applicable to all disciplines but of particular relevance to:
1 Ensuring safe and effective patient care through training	<ul style="list-style-type: none"> <li>Interprofessional education</li> <li>Simulation in the health profession education</li> <li>Supervision</li> </ul>	Acute	<ul style="list-style-type: none"> <li>Foundation supervisor</li> <li>Curriculum-led simulation</li> </ul>	Supervisors of foundation doctors Clinicians
		Primary Care	PSQ (patient safety questionnaires)	GP
		Lessons learnt		Any
2 Establishing and maintaining an environment for learning	<ul style="list-style-type: none"> <li>Interprofessional education</li> <li>Facilitating learning in the workplace</li> <li>Involving patients</li> <li>Assuring and maintaining quality in health professions education</li> </ul>	Quality visiting		Any
3 Teaching and facilitating learning	<ul style="list-style-type: none"> <li>Interprofessional education</li> <li>Assessing educational needs</li> <li>Facilitating learning in the workplace</li> <li>Improve your lecturing</li> <li>Small group teaching</li> <li>Teaching clinical skills</li> </ul>	Acute	<ul style="list-style-type: none"> <li>Foundation supervisor</li> <li>Curriculum-led simulation</li> </ul>	Any
4 Enhancing learning through assessment	<ul style="list-style-type: none"> <li>Effective feedback</li> <li>Structured assessments of clinical competence</li> <li>Workplace-based assessment</li> </ul>	Acute	<ul style="list-style-type: none"> <li>Introduction</li> <li>DOPS (direct observation of procedural skills)</li> <li>Mini-CEX (mini clinical evaluation exercise)</li> <li>CBD (case-based discussion)</li> <li>MSF (multi-source feedback)</li> <li>Feedback (in development)</li> </ul>	Hospital clinicians
		Primary Care	<ul style="list-style-type: none"> <li>Introduction</li> <li>CEPS (clinical examination and procedural skills)</li> <li>Mini-CEX (mini clinical evaluation exercise)</li> <li>COT (consultation observation tool)</li> <li>CBD (case-based discussion)</li> <li>MSF (multi-source feedback)</li> </ul>	GP

		Pharmacy	<ul style="list-style-type: none"> <li>• Workplace-based assessments</li> <li>• MSF (multi-source feedback)</li> <li>• RITA (record of in-training assessment)</li> <li>• MRCF (medication-related consultation framework)</li> <li>• PSQ (patient satisfaction questionnaires)</li> </ul>	Pharmacy
5	Supporting and monitoring educational progress	Primary Care	CSR (clinical supervisor report)	GP
		ARCP	Introduction Foundation Specialty and GP	All doctors Other clinicians using ARCP
6	Guiding personal and professional development	Training support	Trainee in difficulty	Any
7	Continuing professional development as an educator	Acute	Curriculum-led simulation	Any

## Constructing local interprofessional faculty development programmes

Rolling programmes of interprofessional faculty development should be provided within each organisation to enable supervisors, mentors, placement and practice educators and teachers to meet the mandatory training requirements described above.

Faculty development, though, should be an iterative process, enabling educators to reflect and to receive feedback on their teaching and supervision. Local faculty development programmes should facilitate support and development through, for example, the provision of advanced programmes for experienced educators, mentoring and supervision support, and the additional content of local faculty development programmes should meet the training needs of educators, across the healthcare professions, identified through an educational appraisal system.

Educators who wish to pursue their professional development in more depth are advised to consider enrolling on a university-accredited course or through short courses, reflections on work-based experience and self-directed learning, and subsequent professional accreditation through relevant Academies and Societies (e.g. Higher Education Academy [www.heacademy.ac.uk](http://www.heacademy.ac.uk), Academy of Medical Educators [www.medicaleducators.org](http://www.medicaleducators.org), Academy for Healthcare Science [www.ahcs.ac.uk](http://www.ahcs.ac.uk), Royal Pharmaceutical Society [www.rpharms.com](http://www.rpharms.com)).

Advice on the design and delivery of interprofessional faculty development programmes can be obtained through Multi-professional Faculty Development Unit. The team also provides a suite of open-access e-learning modules supporting all areas of the Framework. [www.faculty.londondeanery.ac.uk](http://www.faculty.londondeanery.ac.uk)

## References

Academy for Healthcare Science (2014) Standards of Education and Training, AHCS London.

Academy of Medical Educators (2010) A Framework for the Professional Development of Postgraduate Medical Supervisors: guidance for deaneries, commissioners and providers of postgraduate medical education. Available online at [www.medicaleducators.org](http://www.medicaleducators.org).

College of Paramedics (2017) Paramedic Curriculum Guidance (4<sup>th</sup> Edition). College of Paramedics, Bridgewater.

Committee of Postgraduate Dental Deans and Directors (2013) Standards for Dental Educators, COPDEND London.

General Dental Council (2012) Standards for Education. Standards and requirements for providers of education and training programmes. GDC London.

General Medical Council (2012) Recognising and Approving Trainers: The Implementation Plan. GMC, London.

General Medical Council (2016) Promoting excellence: standards for medical education and training. GMC, London

General Pharmaceutical Council (2014) Guidance on tutoring for pharmacists and pharmacy technician. GPhC, London.

Health and Care Professions Council (2014) Standards of Education and Training. HCPC, London.

Health & Care Professions (2016) Practice Education Guidance. British Dietetic Association, Birmingham.

Health Education England (2016) HEE Quality Framework 2016/17.

Health Education England (2016) HEE Quality Strategy 2016 – 2020. HEE London.

NHS (2015) Five Year Forward View: Time to deliver. NHS London.

Nursing and Midwifery Council (2008) Standards to Support Learning and Assessment in Practice. NMC London.

# Appendix A. educator portfolio documentation

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## Guidance on completing your portfolio

This portfolio will help you to highlight and evidence your professional skills as an educator, where applicable. It also aims to provide you with an informed and coherent approach to the education, supervision and mentorship of healthcare learners. The portfolio documentation has been kept as brief as possible and is aimed primarily at supporting a developmental discussion about your role as an educator with a minimum of 'paperwork'.

### Courses and developmental activities

- You can use this section to document any training undertaken that is relevant to your educator role. Content of suggested training can be found on page 19.
- Equalities and diversity training may need to be repeated. Educators should consult their relevant regulatory or professional body for guidance.

### Evidence of good practice

- It is suggested that you should aim to provide between four and six separate pieces of evidence highlighting your work as an educator for the duration since your last educational review meeting. This should include data from, or actions taken as a result of, learner surveys where available (e.g. learner, student and trainee surveys e.g. HEE Learner Survey, GMC National Training Survey, HEFCE National Student Survey).
- In completing the portfolio document, please indicate the areas of the Professional Development Framework to which they relate. The Framework areas are provided on pages 10 – 16 of this Framework document. Some pieces of evidence may be relevant to more than one area.
- You may already have prepared a portfolio (or part of it) for appraisal, revalidation or other purposes, materials from which may also be relevant for the purposes of this process or vice versa.
- Evidence relating to third parties must be anonymised so that individuals are not identifiable. Please seek permission for including certain materials or documents if this is necessary.

### Personal development plan

- This may be completed at your review meeting.





## B. Other educational roles or activities

Please use this space to provide additional information about any other educational roles or activities in which you are involved. These may include activities undertaken for professional bodies, such as examining; for other organisations, such as undergraduate teaching; or Trust-based activities undertaken within work-based teams.

## C. Prior accreditation

Please use this space to list:

1. Accreditation by a regulatory authority
2. Membership of Academies (e.g. Higher Education Academy, Academy of Medical Educators, Academy for Healthcare Science).

## D. Training courses and other developmental activities

Please summarise any relevant training (e.g. short courses, e-learning) undertaken in relation to your supervisory role and the Professional Development Framework area(s) to which it relates. Training may relate to more than one area.

Date	Description of courses/activities undertaken	Framework area (please tick)						
		Ensuring safe and effective patient care through training	Establishing and maintaining an environment for learning	Teaching and facilitating learning	Enhancing learning through assessment	Supporting and monitoring educational progress	Guiding personal and professional development	Continuing professional development as an educator
		1	2	3	4	5	6	7

<b>Date</b>	<b>Details of equality and diversity training</b> Should be renewed every three years

## E. Evidence of good practice

Please list the evidence of good practice that you are submitting and the Professional Development Framework area(s) to which it relates. Evidence should ideally have been collected within the three years preceding this review and where possible, should include data from the latest GMC learner survey, HEI feedback or equivalent where available for your profession. Each piece of evidence may relate to more than one area.

Evidence of good practice	Framework area (please tick)						
	Ensuring safe and effective patient care through training	Establishing and maintaining an environment for learning	Teaching and facilitating learning	Enhancing learning through assessment	Supporting and monitoring educational progress	Guiding personal and professional development	Continuing professional development as an educator
	1	2	3	4	5	6	7

## F. Personal development plan

To be completed at your review with reference to the Professional Development Framework areas in relation to your work as an educator:

**What strengths have you identified?**

**What areas for further development have you identified?**

**How will you set about addressing these?**

**How will you know whether you have achieved the goals that you have set yourself?**

**By when do you intend to have done this?**

## G. Declaration

I confirm that this is an accurate summary of my current supervisory activities and development needs. I agree to participate in a rolling programme of reaccreditation.

Signature: .....

Date: .....

