

BRIEF GUIDE

2012 update

www.londondeanery.ac.uk



What is the Professional Development Framework for Supervisors?

The Framework outlines requirements for the selection, training and review of supervisors in the London Deanery.

Why a 2012 version?

The General Medical Council (GMC) is leading a consultation on a framework for the approval of all named trainers during 2012 with a view to applying the framework in 2013. The proposed GMC framework applies the seven areas set out in the Framework for the Professional Development of Postgraduate Medical Supervisors published by the Academy of Medical Educators. The London Deanery Professional Development Framework is

entirely consistent with the Academy of Medical Educators framework. The 2012 edition of the London Deanery Professional Development Framework has been updated to highlight its alignment with the GMC proposals, including the need for recognition and approval of named (i.e. formally identified) clinical as well as educational supervisors.

Does it apply to me?

Yes – if you are a named educational or named clinical supervisor.

What is a named supervisor?

A *named clinical supervisor* is a trainer who is responsible for overseeing a specified trainee's clinical work for a placement in a clinical environment and is appropriately trained to do so. He or she will provide constructive feedback during that placement, and inform the decision about whether the trainee should progress to the next stage of their training at the end of that placement and/or series of placements.

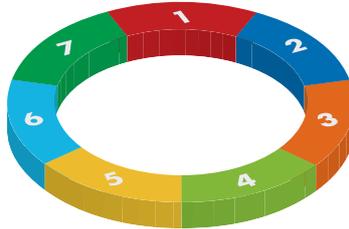
A *named educational supervisor* is a trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a trainee's trajectory of learning and educational progress during a placement and/or series of placements. The educational supervisor's role is to help the trainee to plan their training and achieve agreed learning outcomes. He or she is responsible for the educational agreement and for bringing together all relevant evidence to form a summative judgement at the end of the placement and/or series of placements.

What training do I need to do?

Previously, named clinical supervisors were only required to be trained in domains 1–4. Both named clinical and named educational supervisors are now required to demonstrate that they have been trained in all areas of the Professional Development Framework (see overleaf) in order to be formally accredited. Training, once undertaken, need not be repeated (with the exception of equality and diversity training), although evidence of ongoing professional development as an educator needs to be available as part of the three-yearly appraisal. The 'grandfather clause' or accreditation based on past experience alone is no longer available.

Professional Development Framework areas

The Framework is designed around seven areas which describe the key activities of the postgraduate medical supervisor. The full Framework describes the expectations of effective supervision alongside the hallmarks of excellence and is available at www.faculty.londondeanery.ac.uk



Your local postgraduate centre can provide details of what training is available locally and what accreditation arrangements are in place. The Framework areas are designed to guide your professional development and accreditation as a supervisor and also to assist you in identifying appropriate training opportunities. Listed here under the seven Framework areas are the topics that you should aim to cover in any training undertaken for your supervisory role.

Mandatory training topics:

1. Ensuring safe and effective patient care through training

- Balancing the needs of service delivery with education
- Allowing trainees, when suitably competent, to take responsibility for care, appropriate to the needs of the patient
- Developing appropriate induction

2. Establishing and maintaining an environment for learning

- Creating a learning environment

- Identifying and planning learning opportunities
- Dealing with diversity and providing equality of opportunity

3. Teaching and facilitating learning

- Assessing learning needs
- Using a variety of methods to deliver the curriculum
- Skills teaching
- Developmental conversational skills, e.g. supervision, mentoring, coaching

4. Enhancing learning through assessment

- Principles of workplace-based assessment
- Use of commonly used tools, e.g. mini-CEX, MSF
- Giving effective feedback

5. Supporting and monitoring educational progress

- Setting and reviewing learning objectives
- Purpose and processes of portfolios
- Annual review of competence progression
- Identification, diagnosis and management of the trainee in difficulty

6. Guiding personal and professional development

- Personal development planning
- Career guidance and advice

7. Continuing professional development as an educator

- Specific specialty and/or Foundation training requirements