



Professional Development Framework

for Clinical and Educational Supervisors in London

Update

2014



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Executive Summary

The Professional Development Framework for Supervisors in London provides a basis for the selection and accreditation of those involved in postgraduate medical education who are working in London's network of Local Education Providers. It formally applies to named educational and named clinical supervisors working in London Trusts. The Framework exists to establish the standards required to ensure quality in medical education and therefore:

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

The Framework sets out seven developmental areas which form the basis of data collected as part of the annual London Census of Trainers. As we continue the move towards more formal recognition and approval in line with the GMC Recognising and Approving Trainers: The Implementation Plan (GMC 2012) it is becoming increasingly important for Educational Organisations to be able to demonstrate that named supervisors, both clinical and educational, are appropriately trained. The most recent census of trainers (April 2013) returned records on 6,664 supervisors, with 75% demonstrating at least partial training against the Framework's seven areas. Whilst this is a significant achievement, considerable work is still required in advance of July 2016, when

the GMC will require supervisors to be fully compliant in order to undertake their educational role. In light of this, any Trust returning records showing a compliance rate of less than 90% against any given Framework area in 2014 will be highlighted as an area of concern. The pan-London Quality Team will work such Trusts in order to assist them in meeting the requirements.

This edition has been updated to reflect changes in the structure of postgraduate medical education; with the establishment of Health Education England and, in London, Health Education North Central & East London, Health Education North West London and Health Education South London. New additions to the Framework also include:

- Information on how eLearning modules offered by Faculty Development map to the Framework in order to help supervisors understand and undertake the training which is required of them (**page 38**)
- Information on how the Framework maps to the Good Medical Practice Framework for Appraisal and Revalidation (GMC: 2013) (**page 5**)
- A list of available resources and useful links at the end of this document (**page 37**)

Introduction

Three interlinked trends in medical education: increasing accountability, professionalisation and the pursuit of 'excellence', are recognised in recent national policies and regulations (Department of Health 2008; Department of Health 2010). These are encapsulated in the generic standards set out by the GMC in The Trainee Doctor, which lays down the regulatory requirements for both training providers and trainers themselves (GMC 2011a).

It is now essential for local education providers to demonstrate that those involved in supervision within their organisation have the necessary knowledge, skills and approaches to help develop and support trainees. The GMC approval of trainers project is working towards formalising the accreditation of both named educational and named clinical supervisors. The 2014 edition of the Professional Development Framework has been updated to incorporate changes needed to ensure that both named clinical and named educational supervisors can be accredited.

The Framework also provides a vehicle for structuring personal educational development and a basis on which Trusts can plan their local faculty development provision. Compliance with the

Professional Development Framework will be monitored through quality and contract management processes.

This Framework describes:

- a structure for the professional development of clinical and educational supervisors in London
- relationships with other standards, including Good Medical Practice
- London requirements for the selection and accreditation of supervisors
- guidance on educational roles
- guidance on the number of programmed activities (PAs) to be used to inform job planning
- sample portfolios for supporting the appraisal and accreditation of named supervisors
- sample job descriptions for named clinical and educational supervisors.

Rationale

Why produce a Professional Development Framework for Supervisors?

A number of frameworks already exist to guide the professional development of clinical teachers, such as that provided by the Academy of Medical Educators (2010). However, as Kilminster et al. (2007) have highlighted, 'effective supervision of trainees involves skills that are different from other more general competencies expected of a teacher or trainer'.

The GMC's document *The Trainee Doctor* (GMC 2011a) has articulated standards for supervisors, thus providing the regulatory benchmark. From 2013, the GMC proposes the introduction of an approvals framework for both named educational supervisors and named clinical supervisors (GMC 2012). This edition of the Framework is entirely consistent with the GMC's proposals.

This aspiration is echoed in *A High Quality Workforce: NHS next stage review* (Department of Health 2008a), which outlines the Department of Health's intention to ensure that 'educational supervisors in secondary care undergo mandatory training and review of their performance for the role'. *Liberating the NHS: developing the healthcare workforce* (Department of Health 2012) continues to promote the pursuit of excellence in education and training for the healthcare workforce.

Using the Framework

This framework may be used to guide the:

- selection and reaccreditation of named educational supervisors
- selection and reaccreditation of named clinical supervisors
- development of doctors and health professionals involved in clinical supervision (but without named roles)
- design of local faculty development programmes
- selection and reaccreditation of undergraduate lead coordinators at local education providers
- selection and reaccreditation of doctors with responsibility for overseeing the educational progress of students.

In spelling out the behaviours of both 'effective' and 'excellent' supervisors we wish to encourage a move away from 'courses undertaken' to a demonstration of 'competences obtained'. In doing so, we also recognise the diversity of skills, experience and prior training that supervisors in London bring to their roles.

There are seven areas in the Professional Development Framework for Supervisors. All seven areas are to be used in the accreditation of both named educational and named clinical supervisors. Each area may also be of use to guide faculty development programmes for consultants and other practitioners involved solely in clinical supervision (i.e. with no formal ongoing educational responsibility) and for specialty registrars as they develop educational competencies in the course of their training programmes.

The seven areas within the Framework are:

- 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



Scope

The Framework applies to named educational supervisors and named clinical supervisors working in Local Educational Providers within London in postgraduate medical and dental education. The Framework can also apply to undergraduate educators and Medical Schools, who can therefore use it to guide the approval and recognition of Lead Coordinators and doctors responsible for overseeing the educational progress of medical students, many of whom may already be accredited using this Framework on account of additional roles as postgraduate educators. Educators working with undergraduates may need to also adhere to guidelines from individual medical schools regarding their professional development if they hold a senior undergraduate educational role.

While trainers in general practice and primary care dentistry are governed by separate regulations, the Framework can be used to guide their professional development as educators.

What this is not is a comprehensive and generic set of attributes of medical educators. These are provided elsewhere, such as by the Academy of Medical Educators (www.medicaeducators.org). Neither does the Framework constitute a job description for doctors working within a specific institution, although sample job descriptions for those with named supervisory roles are provided in the Appendices. Where a doctor's educational role extends beyond supervision in the workplace, e.g. training programme director, university lecturer, they are encouraged to seek accreditation through the Academy of Medical Educators or Higher Education Academy. Accreditation through either of these bodies will constitute significant evidence that the standards within the relevant sections of the Framework have been met.

Definitions

The precise roles of supervisors vary from site to site and specialty to specialty. But as educational activities, clinical and educational supervision are quite distinct (Kilminster et al. 2007, Launer 2010). Here they are considered alongside the current definitions proposed by the GMC (GMC 2012).

Clinical supervision relates to day-to-day oversight of trainees in the workplace and is an activity that involves all clinicians who come into contact with trainees. Clinical supervision involves being available, looking over the shoulder of the trainee, teaching on the job with developmental conversations, regular feedback and the provision of a rapid response to issues as they arise. All trainees should have access to supervision at all times, with the degree of supervision tailored to their competence, confidence and experience. Within a given training placement, and for each trainee, such arrangements may be the responsibility of a nominated 'clinical supervisor'.

GMC (2012) defines a named **clinical supervisor** as '...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'.

Some training schemes appoint an educational supervisor for each placement. The roles of clinical and educational supervisor may then be merged.

Educational supervision relates to the oversight of a trainee's progress over time. Educational supervisors are responsible for ensuring that trainees are making the necessary clinical and educational progress. Educational supervisors will need all the skills of clinical supervision, plus an appreciation of supporting educational theory, the ability to undertake appraisal, work with portfolios and provide careers advice. Managing the trainee in difficulty will also, inevitably, involve the educational supervisor with support from training structures.

GMC (2012) defines a named **educational supervisor** as '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. Every trainee must have a named educational supervisor. 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.'

Note that in **both** instances the GMC requires the supervisor to be 'selected and appropriately trained'. Supervisors (and Trusts) should be clear about which of these activities they are engaged in and communicate this clearly to trainees for whom they are responsible.

It is expected both named educational and named clinical supervisors to normally hold consultant status within the Trust, although it may be appropriate at certain stages of training (e.g. during Foundation) for staff and associate specialists and other non-consultant career grades to act in a supervisory capacity.

Undergraduate supervision is also covered by GMC requirements and Medical Schools may find this Framework useful in recognising and approving their trainers which fit the definitions below.

Lead coordinators at Local Education Providers are 'doctors at each local education provider responsible for coordinating the training of students, supervising their activities and ensuring these activities are of educational value.' (GMC: 2012)

GMC (2012) defines **doctors with responsibility for overseeing the educational progress of students** as 'doctors at the school who are responsible for overseeing students' trajectories of learning and educational progress. They might be NHS consultants or clinical academics acting as block or course coordinators.'

Revalidation and Relationships with other Standards

The GMC’s current proposals for the approval of trainers maps the standards set out in The Trainee Doctor (GMC 2011a, GMC 2012) to the Framework for the Professional Development of Postgraduate Medical Supervisors published by the Academy of Medical Educators (AoME 2010). The Professional Development Framework is also derived from that developed by the AoME. Table 1 below demonstrates the relationship between the GMC standards, the AoME Framework and the Professional Development Framework for Supervisors in London.

Table 1: Mapping of professional development frameworks and GMC educational standards?

Professional Development Framework (derived from AoME, the seven areas)	GMC, The Trainee Doctor 2011	Good Medical Practice Framework for Appraisal and Revalidation 2013
1. Ensuring safe and effective patient care through training	Trainers must provide a level of supervision appropriate to the competence and experience of the trainee. (paragraphs 6.29 – 6.31)	<p>Attribute 1.2 If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer.</p> <p>Attribute 2.1 Make sure that all staff for whose performance you are responsible including locums and students, are properly supervised. Ensure systems are in place for colleagues to raise concerns about risks to patients.</p> <p>Attribute 2.2 Take action where there is evidence that a colleague’s conduct, performance or health may be putting patients at risk.</p> <p>Attribute 3.2 Work constructively with colleagues and delegate effectively.</p>
2. Establishing and maintaining an environment for learning	<p>Trainers must provide a level of supervision appropriate to the competence and experience of the trainee. (paragraphs 6.29–6.31)</p> <p>Trainers must be involved in, and contribute to, the learning culture in which patient care occurs. (paragraphs 6.32–6.33)</p>	<p>Attribute 1.2 If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer</p> <p>Attribute 2.1 Ensure systems are in place for colleagues to raise concerns about risks to patients. Report risks in the healthcare environment to your employing or contracting bodies.</p> <p>Attribute 3.1 Encourage colleagues to contribute to discussions and to communicate effectively with each other.</p> <p>Attribute 3.2 Work constructively with colleagues and delegate effectively.</p>
3. Teaching and facilitating learning	Trainers must provide a level of supervision appropriate to the competence and experience of the trainee. (paragraphs 6.29–6.31)	<p>Attribute 1.2 If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer.</p> <p>Attribute 2.1 Ensure systems are in place for colleagues to raise concerns about risks to patients.</p> <p>Attribute 3.2 Work constructively with colleagues and delegate effectively. Provide effective leadership appropriate to their role.</p>

cont. next page

2 Adapted from GMC (2012)

continued...

<p>4. Enhancing learning through assessment</p>	<p>Trainers must provide a level of supervision appropriate to the competence and experience of the trainee. (paragraphs 6.29–6.31)</p>	<p>Attribute 1.2 If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer</p> <p>Attribute 2.1 Make sure that all staff for whose performance you are responsible including locums and students, are properly supervised.</p> <p>Attribute 4.2 Be honest and objective when appraising or assessing colleagues and when writing references.</p>
<p>5. Supporting and monitoring educational progress</p>	<p>Mandatory requirements for educational supervision (paragraphs 6.3-6.9): Trainers must provide a level of supervision appropriate to the competencies and experience of the trainee. (paragraphs 6.29 – 6.31) Trainers must understand the structure and purpose of, and their role in, the training programme of their designated trainees. (paragraphs 6.38 -6.39)</p>	<p>Attribute 1.2 If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer.</p> <p>Attribute 2.1 Take part in systems for quality assurance and quality improvement. Make sure that all staff for whose performance you are responsible including locums and students, are properly supervised.</p>
<p>6. Guiding personal and professional development</p>	<p>Mandatory requirements for educational supervision (paragraphs 6.3-6.9): Trainers must understand the structure and purpose of, and their role in, the training programme of their designated trainees. (paragraphs 6.38–6.39).</p>	<p>Attribute 1.2 If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer.</p> <p>Attribute 3.2 Work constructively with colleagues and delegate effectively</p>
<p>7. Continuing professional development as an educator</p>	<p>Trainers must be involved in, and contribute to, the learning culture in which patient care occurs (paragraphs 6.32 – 6.33) Trainers must be supported in their role by a postgraduate medical education team and have a suitable job plan with an appropriate work load and sufficient time to train, supervise, assess and provide feedback to develop trainees. (paragraphs 6.34- 6.37). Trainers must understand the structure and purpose of, and their role in, the training programme of their designated trainees. (paragraphs 6.38–6.39).</p>	<p>Attribute 1.1 Maintain your professional performance</p> <p>Attribute 1.2 If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer.</p> <p>Attribute 3.2 Act as a positive role model for colleagues. Provide effective leadership appropriate to their role.</p>

The role of some supervisors extends across London's Local Education and Training Board boundaries either because they are working in Trusts outside London supervising trainees on London programmes, or because they are based in London Trusts supervising trainees who 'belong' to other Local Education and Training Boards. In these cases, the rules of engagement are quite clear. Supervisors are expected to comply with the requirements of the Local Education and Training Board with whom that Trust holds an educational contract. Normally this would mean that supervisors in London Trusts are subject to the pan-London regulations of Health Education South London, Health Education North West London and Health Education North Central and East London. A previous joint statement from London and KSS Deaneries detailing this arrangement for Kent, Surrey and Sussex and the South Thames London Foundation programme is still in force post-April 2013 and can be found at www.faculty.londondeanery.ac.uk

Many supervisors in London, some of whom may have already obtained accreditation through the Higher Education Academy, also work within the university sector. The Academy of Medical Educators provides a similar route to those working specifically in medical education. The Professional Development Framework takes account of both these forms of accreditation so as to make application processes for individuals more streamlined and consistent. Indeed, where a doctor's educational role extends beyond just supervision in the workplace, e.g. training programme director, university lecturer, they are encouraged to seek accreditation through one or other of these routes.

Finally, it should be noted that the GMC's code of professional conduct contains a section entitled 'Teaching and learning, appraising and assessing'. In relation to this section of Good Medical Practice (GMC 2013) it is envisaged that accreditation through the Professional Development Framework will more than satisfy the requirements for revalidation noted in domain 1.2 of the GMC Good Medical Practice Framework for Appraisal and Revalidation (GMC 2011b). Furthermore, work undertaken as a supervisor can be used to build up the evidence base for annual appraisal and therefore revalidation. Please see the table on page 5 for further information on how the framework domains map on to Good Medical Practice.

What scholarship supports this framework?

A review of the empirical evidence (Kilminster et al. 2007) clearly demonstrates a link between supervision and:

- patient safety
- enhanced quality of care
- more rapid acquisition of trainee knowledge, skills and professional attitudes.

There is also a small but growing body of evidence that the development of the local clinical educational faculty makes a significant difference to the professional progression of trainees. Further supporting evidence will be signposted on the Professional Development Framework section of the Faculty Development website. See www.faculty.londondeanery.ac.uk

In addition to the documents already discussed above, a number of key papers have informed this Framework, namely:

Copeland HL, Hewson M (2000) Developing and testing an instrument to measure the effectiveness of clinical teaching in an academic medical center. *Acad Med* 75(2):161–166.

Harden RM, Cosby J (2000) AMEE Guide #20. The good teacher is more than a lecturer – the twelve roles of the teacher. *Med Teach* 22:334–347.

Hesketh E et al. (2001) A framework for developing excellence as a clinical educator. *Med Ed* 35:555–564.

Kilminster S, Jolly B (2000) Effective supervision in clinical practice settings. *Med Ed* 34:827–840.

Kilminster S et al. (2007) AMEE Guide #27. Effective educational and clinical supervision. *Med Teach* 29:2–19.

Swanwick T (2009) *Educational Supervisors in Secondary Care. Stage 1 Report*. London, AoME.

Swanwick T (2010a) *Educational Supervisors in Secondary Care. Stage 2 Report. Options appraisal and cost-benefit analysis*. London, AoME.

Swanwick T (2010b) *Educational Supervisors in Secondary Care Stage 2 Report Supplement ('Stage 2b')*. *National guidance: description of content, analysis of additional cost-benefit implications and recommendations*. London, AoME.

Wall D, McAleer S (2000) Teaching the consultant teachers: identifying the core content. *Med Ed* 34:131–138.

A number of professional, regulatory and educational standards have also informed this Framework, notably the Framework for the Professional Development of Postgraduate Medical Supervisors from the Academy of Medical Educators (2010), the Northern Deanery Faculty Development Curriculum Framework (2008), the UK Standards for Dental Educators (COPDEND UK (2013)) and the Nursing and Midwifery Standards for Mentors, Practice Teachers and Teachers (2008).

Professional Development Framework Areas

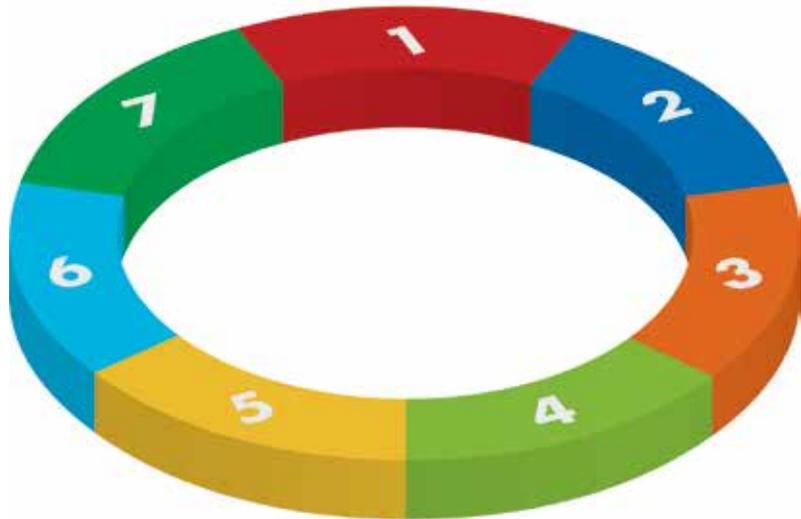
The Framework is designed around seven key areas of activity, all of which relate to the role of the postgraduate medical supervisor. The precise emphasis on individual areas will vary depending on the supervisory role; areas five and six for instance are more relevant to educational than clinical supervisors.

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.

The Framework is underpinned by the core professional values expressed in Good Medical Practice (GMC 2013) that apply to all doctors, including supervisors. The values and responsibilities set out in Good Medical Practice are not reiterated here but the attention of supervisors should be drawn to the specific paragraphs of Good Medical Practice under the heading 'Teaching and training, appraising and assessing'.

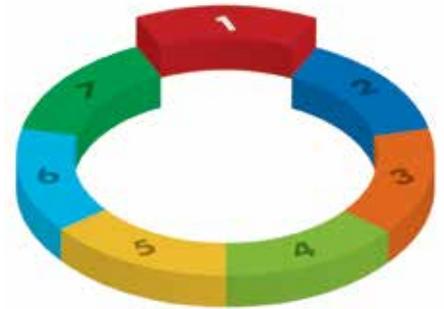
The seven framework areas are shown.



- 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

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 doctors in training, and how you balance the needs of your patients and service with the educational needs of your trainees.



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

Examples of relevant evidence
<ul style="list-style-type: none"> Courses attended or programmes undertaken including, face-to-face and online learning GMC trainee survey results or equivalent Feedback from patients about care received Details of measures put in place to ensure supervision appropriate to trainee's competence and confidence Trainee audits, examples of topics critically appraised by trainees Examples of near miss/critical incident analysis

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 trainees and others.

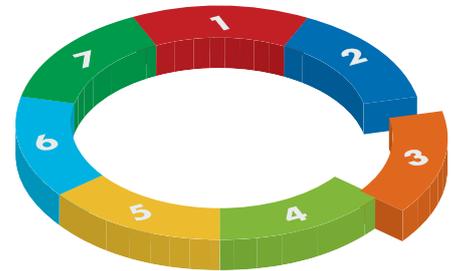


The effective supervisor	The excellent supervisor <i>also</i>
<ul style="list-style-type: none"> • Encourages participation through provision of equality of opportunity and acknowledgement of diversity • Ensures that trainees receive the necessary instruction and protection in situations that might expose them to risk • Encourages and maintains the confidence of trainees • Is open, approachable and available • Maintains good interpersonal relationships with trainees and colleagues • Provides protected time for teaching and learning • Involves the multiprofessional 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 trainees are legal and that, wherever possible, they do not compromise learning • Makes provision for the specific training needs of trainees with disabilities 	<ul style="list-style-type: none"> • Proactively seeks the views of trainees on their experience • Takes steps to establish a learning community within their department and/or organisation • Monitors, evaluates and takes steps to address areas for improvement in teaching and learning

Examples of relevant evidence
<ul style="list-style-type: none"> • Courses attended or programmes undertaken, including face-to-face and online learning • GMC trainee survey results or equivalent • Other feedback from trainees from, for example, Shared Service's multi-source feedback tool for supervisors • Details of learning programmes, study schedules, timetables for trainees and clinical teachers • Feedback from colleagues

3. Teaching and facilitating learning

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

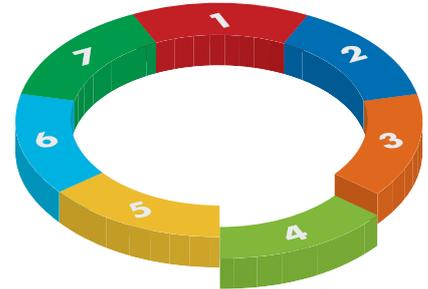


The effective supervisor	The excellent supervisor <i>also</i>
<ul style="list-style-type: none"> • Has up-to-date subject knowledge and/or skills • Provides direct guidance on clinical work where appropriate • Has effective supervisory conversational skills • Plans learning and teaching episodes • Uses a range of appropriate teaching interventions in the clinical setting • Facilitates a wide variety of learning opportunities • Helps the trainee develop an ability for self-directed learning • Allows the trainee to make contributions to clinical practice 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 	<ul style="list-style-type: none"> • Demonstrates exemplary subject knowledge or skills • Understands and can apply theoretical frameworks to their practice • Is involved with curriculum development beyond the supervisory relationship • Works with the department and/or provider to ensure a wide range of learning opportunities is available, e.g. simulation facilities, courses

Examples of relevant evidence
<ul style="list-style-type: none"> • Courses attended or programmes undertaken, including face-to-face and online learning • GMC trainee survey results or equivalent • Other feedback from trainees from, for example, the Shared Service’s multi-source feedback tool for supervisors • Details of learning programmes, study schedules and timetables for trainees • Feedback from colleagues • Evidence of recent initiatives to enhance the provision of learning opportunities

4. Enhancing learning through assessment

This area is about your approach to assessment and feedback.

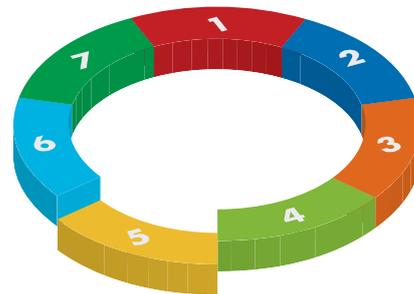


The effective supervisor	The excellent supervisor also
<ul style="list-style-type: none"> • Regularly observes the trainee's performance and offers feedback • Plans and/or monitors assessment activities • Uses workplace-based assessments appropriately • Provides feedback that is clear, focused and aimed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

Examples of relevant evidence
<ul style="list-style-type: none"> • Courses attended or programmes undertaken, including face-to-face and online learning • GMC trainee survey results or equivalent • Other feedback from trainees from, for example, the Shared Service's multi-source feedback tool for supervisors • Details of programmes, study schedules and timetables for trainees indicating assessment modes, patterns and relevance to learning • Feedback from peers, e.g. relating to external examining or professional assessment

5. Supporting and monitoring educational progress

This area is about the support you provide to trainees in their progression towards a Certificate of Completion of Training and their intended career destination.

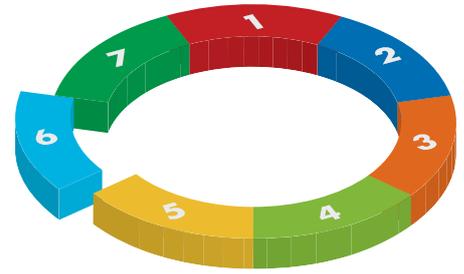


The effective supervisor	The excellent supervisor <i>also</i>
<ul style="list-style-type: none"> • Agrees an educational contract at the outset of the training period • Understands the curricula requirements of the specialty and stage of training • Identifies learning needs and sets educational objectives • Involves the trainee in the above processes • Reviews and monitors progress through regular timetabled meetings • Ensures that appropriate records are kept in relation to trainee progress • Uses the educational portfolio appropriately and encourages its use by trainees • Provides continuity of supervision or ensures effective educational handover • Responds efficiently and effectively to emerging problems of trainee progress • Is aware of, and can access, available support for the trainee in difficulty • Understands their role and responsibilities within the educational governance structures of their local education provider, lead provider, LETB and College • Provides reports for Annual Review of Competency Progression (ARCP) panels and responds appropriately to panel outcomes 	<ul style="list-style-type: none"> • Proactively seeks out opportunities for providing formal support and career development activities for trainees • Establishes and/or evaluates schemes for monitoring trainee progress across the department/organisation • Involves themselves in external activities relevant to doctors in difficulty or career progression (e.g. ARCP panels, GMC, GDC or college committees)

Examples of relevant evidence
<ul style="list-style-type: none"> • Courses attended or programmes undertaken, including face-to-face and online learning • GMC trainee survey results or equivalent • Other feedback from trainees from, for example, the Shared Service's multi-source feedback tool for supervisors • Examples of meetings, records of trainee progress and learning plans (anonymised) • Case studies of the management of a trainee in difficulty (anonymised) • Feedback from peers, e.g. relating to involvement in organisational/professional activities

6. Guiding personal and professional development

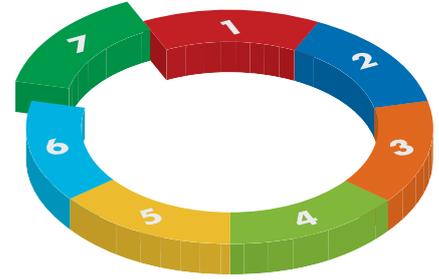
This area is about the support you provide to trainees in relation to their personal and professional development.



The effective supervisor	The excellent supervisor <i>also</i>
<ul style="list-style-type: none"> • 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, MedNet, Professional Development Careers Unit • Ensures that the trainee is aware of the requirements of, and participates in, NHS Appraisal • Ensures that the trainee participates in 360° appraisal 	<ul style="list-style-type: none"> • Demonstrates exemplary subject knowledge or skills • Understands and can apply theoretical frameworks to their practice • Is involved with curriculum development beyond the supervisory relationship • Works with the department and/or provider to ensure a wide range of learning opportunities is available, e.g. simulation facilities, courses
Examples of relevant evidence	
<ul style="list-style-type: none"> • Courses attended or programmes undertaken, including face-to-face and online learning • GMC trainee survey results or equivalent • Other feedback from trainees from, for example, the Shared Service's multi-source feedback tool for supervisors • Examples of meetings, records, case studies (suitably anonymised) • Examples of support, challenge and careers guidance provided to trainees (anonymised) • Feedback from peers 	

7. Continuing professional development as an educator

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



The effective supervisor	The excellent supervisor <i>also</i>
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Actively seeks the views of colleagues through, e.g. 360° appraisal, peer observation Engages in programmes of educational development, e.g. training the trainers courses, postgraduate certificates, Masters programmes Assists in the development of others as educators, including trainees

Examples of relevant evidence
<ul style="list-style-type: none"> Courses or programmes recently undertaken, including face-to-face and online learning Results of 360° appraisal, such as the Shared Service's multi-source feedback tool for supervisors Certificates or qualifications obtained Critical comments on relevant books or articles read recently Results of peer review or professional observation of teaching Keeps up to date on specific specialty and/or Foundation training requirements

Selection and reaccreditation of supervisors

Trusts are expected to implement mandatory initial training and a developmental system of three-yearly appraisal and review of all named educational and clinical supervisors against a London-wide framework.

All existing named supervisors (as defined above) are expected to be selected for their role, participate in a three-yearly educational review process and demonstrate that they have undertaken training in the appropriate areas of the Framework.

All new named educational or clinical supervisors are expected to have undertaken mandatory training in the areas described below before being selected for their role.

Mandatory training requirements for supervisors

It is recognised that supervisors will choose to access training from a variety of sources, such as through Royal Colleges, e-learning and undergraduate staff development programmes. Regardless of how or when training, it is expected that the areas to be covered should be those listed on page 17.

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 three-yearly cycle of review.

The GMC (2012) states that 'Doctors can be a named educational supervisor or named clinical supervisor without actively performing those roles all of the time. They must, though, maintain their skills by continuing to reflect on those roles – for example, through continuing professional development. This will need to be confirmed through their appraisal.' This is the position which has been adopted in London.

All trainees in London programmes are required to have undertaken training sufficient to equip them to provide day-to-day clinical supervision. Covering selected areas of the framework to fulfil this role is recommended (domains 1–4).

All named educational and clinical supervisors are expected to refresh their training in equal opportunities and diversity every three years, and those involved in the recruitment process should be trained in interview and/or selection skills.

Content of mandatory training

The areas defined in the Professional Development Framework are to guide the development of all consultant supervisors in the London area. A recommended outline curriculum for mandatory training is mapped below to the seven Framework areas. Training undertaken and faculty development programmes should cover these topics.

1. Ensuring safe and effective patient care through training
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Creating a learning environment Identifying and planning learning opportunities Dealing with diversity and providing equality of opportunity (update required three-yearly)
3. Teaching and facilitating learning
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Principles of workplace-based assessment Use of commonly used tools, e.g. mini-CEX, MSF Giving effective feedback
5. Supporting and monitoring educational progress
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Personal development planning Career guidance and advice
7. Continuing professional development as an educator
<ul style="list-style-type: none"> Specific specialty and/or Foundation training requirements

Requirements on Trusts and other local education providers

All named clinical and educational supervisors must be selected and accredited for their role against the Framework areas on a regular three-yearly cycle of review.

There is no 'one size fits all', but the outcomes of local processes are expected to be that:

1. A database of all nominated clinical and educational supervisors is established and maintained by the Trust or local education provider. This must include a record of training undertaken, accreditation date and recommendations made with regard to future development.
2. Annual reporting to Faculty Development on all named supervisors within the Trusts, their training and accreditation status reports sent to Faculty Development must include GMC numbers and email addresses.
3. A process of portfolio-based accreditation for named supervisors is established with a rolling three-yearly cycle of review.
4. The accreditation/reaccreditation process is carried out against the Professional Development Framework.
5. The process must be linked to a review of results from the GMC trainee survey or equivalent where available.
6. The process must be developmental, i.e. it must incorporate identification of needs for further development as an educator in the form of a personal development plan.
7. The review will also result in a formal statement of accreditation from the Director of Medical Education (or nominated deputy or equivalent), including a recommendation in relation to the supervisor's educational workload in accordance with the Local Education and Training Board's educational tariff. This recommendation should be in such a form that it can be carried forward as a basis for negotiation in the annual consultant job planning process.
8. A clear and transparent selection process is established for all new named clinical and educational supervisors. Named supervisors would normally be expected to submit an evidenced portfolio to the Director of Medical Education (or nominated deputy or equivalent) before taking on their role.
9. All named clinical and educational supervisors must be able to demonstrate that they meet the Local Education and Training Board's requirements and participate in the local review process when called. The 'grandfather clause' or accreditation based on past experience alone is no longer available.
10. Trusts and other local education providers must provide an ongoing programme of faculty development in accordance with the identified development needs of all educators within the Trust or provider.
11. Provided the above outcomes are achieved, Trusts may develop their own administrative processes. A sample portfolio is provided together with suggestions for implementation. Some Trusts are developing e-portfolios for supervisors. Examples can be found at the faculty development website: www.faculty.londondeanery.ac.uk
12. Trusts and other local education providers will be required to demonstrate that they are meeting the requirements of the Professional Development Framework for Supervisors as an integral part of the relevant Local Education and Training Board's routine quality and contract management processes.

Constructing local faculty development programmes

Rolling programmes of faculty development should be provided within each Trust to enable clinical and educational supervisors to meet the mandatory training requirements described above.

Faculty development though should be an iterative process, enabling clinical teachers to reflect and to receive feedback on their teaching and supervision. It is not a one-off 'sheep dip' exercise. 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 supervisors identified through the three-yearly cycle of review.

Supervisors who wish to pursue their educational development in more depth are advised to consider enrolling on a university-accredited course such as the MA in Clinical Education at the Institute of Education (www.ioe.ac.uk) or through short courses, reflections on work-based experience and self-directed learning, and subsequent professional accreditation through the Academy of Medical Educators (www.medicaleducators.org).

In future years, it is envisaged that the professional standards for 'faculty' will continue to rise to the level that exists in general practice, where potential trainers undertake a modular Postgraduate Certificate teaching programme before applying to train.

Advice on design and delivery of faculty development programmes can be obtained through Faculty Development. The department also provides a suite of open-access e-learning modules supporting all aspects of the Framework.

www.faculty.londondeanery.ac.uk

Educational tariff guidance

This guidance should be read in conjunction with the definitions provided earlier.

Postgraduate medical education has changed dramatically in the past few years, and in line with increasing accountability found across the public sector there are greater expectations than ever on consultant trainers. It is therefore now an expectation, as laid out in the educational contract with Trusts, that appropriate time for training is allocated within an individual consultant's job plan. This will be monitored as part of the relevant Local Education and Training Board's routine quality and contract monitoring processes.

Named educational supervisor

0.25 PA per week per trainee

Comment

This would usually be planned as part of supporting programmed activity (SPA) time. However, a consultant's workload might be such that additional programmed activities (PAs) are required or time is found within clinical activities.

In the interests of clarity, the Director of Medical Education (or nominated deputy or equivalent) within each Trust will make a formal recommendation for consultants to take forward to the job planning process based on the tariff below. This will be subject to, and an outcome of, successful participation in the educational review process. Please note that this is not a guarantee that additional PAs will be made available – ultimately this is a matter for negotiation between employee and employer – but our view is that these are reasonable expectations that meet national requirements.

Named clinical supervisor

0.25 PA per week (maximum) independent of number of trainees

Comment

Participation in the three-yearly review process is now a requirement for named clinical supervisors. The Professional Development Framework should be used to guide faculty development programmes for this group of trainers.

Trainers with a named clinical or named educational supervision role will be expected to demonstrate their competence through participation in the three-yearly cycle of educational review described in the 'Requirements on Trusts' section of this document.

Training programme director

1 PA per week (minimum) per 40 trainees

Comment

The role of the training programme director is defined in the 'Gold Guide' (Department of Health 2010) paragraphs 4.12–4.14. The GMC requires that training programmes are led by programme directors who have responsibility for the management of both trainees and their programmes. Sample job descriptions for training programme directors are available on the faculty development website: www.faculty.londondeanery.ac.uk

Funding for training programme directors is sent directly to Trusts or via lead providers from the Local

Education and Training Board. Programme directors overseeing certain groups of trainees may attract a higher rate of remuneration.

Foundation programme director

1 PA per week (minimum) per 30 trainees

Comment

The foundation training programme director is responsible for the overall management and quality control of a Foundation Programme that consists of 20–40 placements designed for foundation training across the local health economy. Funding for the support of foundation training is sent directly to Trusts from the Local Education and Training Board on a per trainee basis and may be used flexibly by Trusts.

College or specialty tutor

Comment

Currently no formal requirements are in place for the job planning requirements of College or specialty tutors as their role and level of involvement in local education varies from Trust to Trust and across specialties. Increasingly though, tutors may find themselves playing an important part in the selection and reaccréditation of named clinical and educational supervisors and will normally be accountable to the Director of Medical Education.

Director of Medical Education/Clinical Tutor

3–5 PAs per week

Comment

Directors of Medical Education and Clinical Tutors will hold a Trust job description and time for the role will be allocated within the agreed job plan. A generic job description is available from the National Association of Clinical Tutors. Also a sample job description for Directors of Medical Education is available on the faculty development website: www.faculty.londondeanery.ac.uk

Historically, Clinical Tutors and Directors of Medical Education were dually funded by Trust and Deanery, although these posts, and associate positions, have recently been handed over to fall under Trust management.

Other educational tasks

Comment

From time to time consultants will be required to participate in other educational activities such as attendance at specialty training or School committee meetings, participation in recruitment episodes and other Trust-based educational activities such as teaching or facilitation in simulation centres. It is not possible to provide blanket guidance around these many and diverse educational responsibilities and these elements of an individual's role should be allocated time in the job plan by individual negotiation.

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- Wall D, McAleer S (2000) Teaching the consultant teachers: identifying the core content. *Med Ed* 34:131–138.

Appendix A. supervisor portfolio documentation

Guidance on completing your portfolio

Your portfolio for accreditation as a named supervisor should demonstrate a professional, informed and coherent approach to the supervision of trainees. The portfolio documentation has been kept as brief as possible and is aimed primarily at supporting a developmental discussion about your role as a named supervisor with a minimum of 'paperwork'.

It is only mandatory to complete this portfolio if you have a role as a named clinical or a named educational supervisor, in which case you will be required to participate in a process of Trust-based reaccreditation every three years. Your Director of Medical Education (or equivalent) will be able to inform you of the review arrangements within your Trust.

Accreditation or prior experience

All named clinical and educational supervisors must participate in the local review process when called. Accreditation on the basis of past experience is no longer an available option.

Training courses and developmental activities

- In this section you are asked to document training undertaken relevant to your supervisory role. Guidance on mandatory training requirements can be found in the Professional Development Framework for Supervisors at www.faculty.londondeanery.ac.uk
- Only equalities and diversity training need be repeated every three years. All other training should relate to your own developmental needs.

Evidence of good practice

- You should aim to provide between four and eight separate pieces of evidence highlighting your work as an educational supervisor over the past three years. This should include data from, or actions taken as a result of, the latest GMC trainee survey or equivalent where available.
- In completing the portfolio document, please indicate the areas of the Professional Development Framework to which they relate. The Framework areas are provided at the back of this portfolio for ease of reference. 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.

A. Personal information

Name:.....

Specialty:.....

Department:.....

Workplace address:.....

.....

Phone:.....

Email:.....

For how many trainees do you act as the named clinical supervisor?	_____
For how many trainees do you act as the named educational supervisor?	_____
i.e. for how many trainees do you simultaneously act as educational supervisor?	
Brief description of your supervisory role	
Length of time as a named clinical supervisor	_____ / _____ years / months
Length of time as an educational supervisor	_____ / _____ years / months

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 tick if any of the following apply.

I am a Member of the Academy of Medical Educators

I am a Fellow of the Academy of Medical Educators

I am an Associate of the Higher Education Academy

I am a Fellow of the Higher Education Academy

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)						
		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

Date	Details of equalities and diversity training Must be renewed every three years

F. Personal development plan

To be completed at your review with reference to the Professional Development Framework areas. In relation to your work as a supervisor:

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:

H. Sign off

To be completed by the Director of Medical Education (or nominated deputy or equivalent).

Name:.....
Specialty:.....
Department:.....

Thank you for submitting your clinical/educational³ supervisor's portfolio. On the basis of the evidence provided (please check appropriate box):

- I confirm your re/accreditation as a clinical/educational supervisor³ within Health Education South London/Health Education North West London/Health Education North Central and East London³ for a period of three years
- I confirm your re/accreditation as a clinical/educational supervisor³ within Health Education South London/Health Education North West London/Health Education North Central and East London³ for a period of ____ years with the following conditions:

Comment:

- I am unable to confer accreditation as a clinical/educational supervisor³ within Health Education South London/Health Education North West London/Health Education North Central and East London³ for the following reasons:

Comment:

- From the evidence provided, and in accordance with Health Education South London/Health Education North West London/Health Education North Central and East London³ guidance, I recommend that ____ programmed activities be allocated in your job plan for supervisory activities

Other recommendations for future development:

- Date of next review ____ (month) ____ (year)

Signature:.....	Date:.....
Name:.....	
Designation:.....	

- This page should now be copied/printed and returned to the educational supervisor.

3 Delete as appropriate

Appendix B. NAMED Educational supervisor sample job description

JOB TITLE:	Named educational supervisor
GRADE:	NHS Consultant
LEP:	[name of Trust or local education provider]
ACCOUNTABLE TO:	Director of Medical Education (DME)
REPORTING TO:	DME or nominated deputy

Job purpose

The named educational supervisor is required to oversee the education of their trainees, ensure that they make the necessary clinical and educational progress, and provide pastoral care and career guidance. He or she is responsible for delivering the trainees' educational agreement and may act additionally as a clinical supervisor.

The named educational supervisor may therefore oversee the progress of a trainee for the duration of a training programme, part of a training programme, or an individual clinical placement.

Main duties and responsibilities

1. To ensure the delivery of excellent training to local trainees in the local education provider (LEP). Providing support and guidance and monitoring their progress.
 - To act to protect patients and enhance their care through the supportive mentoring of doctors in training
 - To ensure that the trainees for whom they are responsible have adequate LEP and departmental induction, regardless of start dates or times, and that they attend
 - To ensure the maintenance of an environment conducive for effective learning
 - To set training objectives to be reviewed on a regular basis in accordance with the relevant curriculum
 - To act as the trainee's advisor, ensuring their understanding of training processes and policies. This includes providing the trainee with opportunities to give feedback on their training experience
 - To ensure other trainers and clinical supervisors are aware of the trainee's needs and concerns and are providing an appropriate standard of medical training
 - To monitor trainee engagement with and completion of workplace-based assessments
 - To monitor the trainee's attendance at training events
 - To use workplace-based assessments, feedback, ARCPs and appraisal to ensure the learning objectives of the programme are satisfied
 - To ensure the trainee receives appropriate career guidance and planning
 - To ensure that trainees in difficulty are quickly identified and appropriate action is instituted
2. To participate in the local delivery of training programmes to their trainees.
 - To take an active part in the education faculty board for the LEP or equivalent. This involves attending meetings, liaising with other faculty members and feeding back to clinical supervisors

- To develop personal skills as an educator and coordinator of a local training programme to GMC standards or equivalent
 - To ensure they provide/oversee training to GMC standards or equivalent
 - To ensure that education and training in the LEP reflects good equal opportunities practice
 - To act as a role model to others and to challenge poor practice
 - To participate as necessary in training-related visits
3. To maintain continuing professional development as an educator.
- To participate in three-yearly appraisal by the DME or nominated deputy against the standards described in the Professional Development Framework for Supervisors
 - To develop and act on a personal development plan
 - To actively evaluate own practice and act on feedback received

These duties are not exhaustive and should be read in conjunction with the expectations of supervisors laid out in the Professional Development Framework for Supervisors (www.faculty.londondeanery.ac.uk).

Tenure

The tenure of the post will normally be three years in the first instance, subject to satisfactory consultant appraisal and three-yearly review by DME or nominated deputy.

Time commitment

The duties will normally occupy approximately one hour of protected time per trainee, per week. For details, see guidance in Professional Development Framework for Supervisors.

Equal opportunities

To perform the duties in a manner that supports and promotes the Trust's commitment to equal opportunities.

Person specification

Skills/Abilities/Knowledge	Essential (E) Desirable (D)
Understanding of human resource issues as they apply to trainees	D
Understanding of role	E
Has undertaken appropriate mandatory training for role as defined in the Professional Development Framework for Supervisors	E
Knowledge and understanding of recent developments in medical education and of key issues for the LEP	D
Understanding of use of IT in education	D
Understands their role and responsibilities within the educational governance structures of the local education provider, Local Education Training Board and College	D
Experience	
Previous experience of medical education, e.g. as clinical supervisor	E
Independent practitioner status within the LEP	E
A minimum of five PAs employment within the LEP	D
Qualifications	
Medical or dental practitioner with postgraduate qualifications	E
Qualifications in medical education	D
Personal qualities	
Enthusiasm for teaching and developing trainees	E
Commitment to CPD	E
Good communication, approachability and interpersonal skills	E
Understanding of equal opportunities	E

Appendix C. NAMED clinical supervisor sample job description

JOB TITLE:	Named clinical supervisor
GRADE:	NHS Consultant
LEP:	[name of Trust or local education provider]
ACCOUNTABLE TO:	Director of Medical Education (DME)
REPORTING TO:	DME or nominated deputy

Job purpose

The named clinical supervisor is required to oversee 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.

Main duties and responsibilities

1. To ensure the delivery of excellent training to local trainees in the local education provider (LEP). Providing support and guidance and monitoring their progress.
 - To act to protect patients and enhance their care through the supportive mentoring of doctors in training
 - To ensure that the trainees for whom they are responsible have adequate departmental induction, regardless of start dates, and that they attend
 - To ensure the maintenance of an environment conducive for effective learning
 - To act as the trainee's advisor, ensuring their understanding of training processes and policies with regard to the specific placement. This includes providing the trainee with opportunities to give feedback on their training experience during the specific placement
 - To ensure other trainers and other clinical supervisors are aware of the trainee's needs and concerns and are providing an appropriate standard of medical training
 - To monitor trainee engagement with and completion of workplace-based assessments
 - To monitor the trainee's attendance at training events
 - To use workplace-based assessments, feedback, ARCPs and appraisal to ensure the learning objectives of the placement are satisfied
 - To ensure that trainees in difficulty are quickly identified and appropriate action is instituted
2. To participate in the local delivery of training programmes to their trainees.
 - To develop personal skills as an educator and coordinator of a local training programme to GMC standards or equivalent
 - To ensure they provide/oversee training to GMC standards or equivalent
 - To ensure that education and training in the LEP reflects good equal opportunities practice
 - To act as a role model to others and to challenge poor practice
 - To participate as necessary in training-related visits

3. To maintain continuing professional development as an educator.

- To participate in three-yearly appraisal by the DME or nominated deputy against the standards described in the Professional Development Framework for Supervisors
- To develop and act on a personal development plan
- To actively evaluate own practice and act on feedback received

These duties are not exhaustive and should be read in conjunction with the expectations of supervisors laid out in the Professional Development Framework for Supervisors (www.faculty.londondeanery.ac.uk).

Tenure

The tenure of the post will normally be three years in the first instance, subject to satisfactory consultant appraisal and three-yearly review by DME or nominated deputy.

Time commitment

The duties will normally occupy approximately one hour of protected time per trainee, per week. For details, see guidance in the Professional Development Framework for Supervisors.

Equal opportunities

To perform the duties in a manner that supports and promotes the Trust's commitment to equal opportunities.

Person specification

Skills/Abilities/Knowledge	Essential (E) Desirable (D)
Understanding of human resource issues as they apply to trainees	D
Understanding of role	E
Has undertaken appropriate mandatory training for role as defined in the Professional Development Framework for Supervisors	E
Knowledge and understanding of recent developments in medical education and of key issues for the LEP	D
Understanding of use of IT in education	D
Understands their role and responsibilities within the educational governance structures of the local education provider, Local Education Training Board and College	D
Experience	
Previous experience of medical education, e.g. involvement in clinical supervision	E
Independent practitioner status within the LEP	E
A minimum of five PAs employment within the LEP	D
Qualifications	
Medical or dental practitioner with postgraduate qualifications	E
Qualifications in medical education	D
Personal qualities	
Enthusiasm for teaching and developing trainees	E
Commitment to CPD	E
Good communication, approachability and interpersonal skills	E
Understanding of equal opportunities	E

Links to further resources

Faculty Development offers a number of resources to healthcare educators working within the NHS in London.

For information on advanced courses please see the courses page on the Faculty Development website: faculty.londondeanery.ac.uk/courses-and-events/courses-1

Faculty Development eLearning modules are also available on the Faculty Development website: faculty.londondeanery.ac.uk/e-learning

All of the above are mapped to this Framework. You can review this here: faculty.londondeanery.ac.uk/professional-development-framework-for-supervisors/domains-covered-by-faculty-development-resources-and-courses

You can also access our Multi-Source Feedback Tool for Supervisors by signing up for an account. Further information is available here: faculty.londondeanery.ac.uk/supervisor-MSF

Other useful links

Academy of Medical Educators: www.medicaleducators.org/

Association for Medical Education in Europe (AMEE): www.amee.org/

Association for the Study of Medical Education (ASME): www.asme.org.uk

General Medical Council (GMC): www.gmc-uk.org

Health Education England: www.hee.nhs.uk

The Higher Education Academy: www.heacademy.ac.uk

The Higher Education Academy Medicine and Dentistry Network: www.heacademy.ac.uk/disciplines/medicine-and-dentistry

Medical Schools Council: www.medschools.ac.uk

Medical Journals Link: www.medical-journals-links.com

National Association of Clinical Tutors (NACT): www.nact.org.uk

Society for Research into Higher Education (SRHE): www.srhe.ac.uk

The UK Foundation Programme Office: www.foundationprogramme.nhs.uk

Foundation for Advancement of International Medical Education and Research (FAIMER) www.faimer.org

Contact and queries

If you have any queries about the contents or requirements of the Professional Development Framework then please contact the Faculty Development team at:

e: facultydevelopment@southlondon.hee.nhs.uk

t: 020 7866 3133

eLearning module map

eLearning Module	Professional Development Framework Area						
	1. Ensuring safe and effective patient care	2. Establishing and maintaining an environment for learning	3. Teaching and facilitating learning	4. Enhancing learning through assessment	5. Supporting and monitoring educational progress	6. Guiding personal and professional development	7. Continuing professional development as an educator
Appraisal				X	X	X	
Assessing Educational Needs			X	X	X	X	
Assuring & Maintaining Quality in Clinical Education					X		
Careers Support						X	X
Diversity, Equal Opportunities and Human Rights		X					
E-Learning in Clinical Teaching							X
Facilitating Learning in the Workplace		X	X				
How to Give Feedback				X			
Improve Your Lecturing			X				
Interprofessional Education	X	X	X				
Introduction to Educational Research							X
Involving Patients in Clinical Teaching		X	X	X			
Managing the Trainee in Difficulty			X	X	X	X	
Setting Learning Objectives			X		X		
Small Group Teaching			X				
Structured Assessments of Clinical Competence				X			
Supervision			X		X	X	
Teaching Clinical Skills	X		X				
Using Simulation in Clinical Education	X						
Workplace Based Assessment				X			

Health Education North Central and East London
Health Education North West London
Health Education South London

Developing people for health and healthcare