Policy for Approving and Recognising Medical and Dental Trainers in Health Education England Thames Valley (excluding General Practice)

Approved by the PGMDE Executive
6 November 2012

1.0 Purpose
The purpose of this policy is to:

- Explain why the policy has been developed
- Define the nature of each supervisory role
- Define the minimum training required to discharge each role
- Define the appointments procedures
- Define tenure
- Ensure evidence is collected for appraisal and revalidation
- Define time requirement to discharge role effectively

2.0 Policy Function
To ensure a uniform approach to quality assuring standards of supervision for Trainees in hospital posts across Health Education England Thames Valley (HEE TV – formerly the Oxford Deanery) which will:

- Promote patient safety
- Satisfy the GMC requirement for approval of Trainers for the register

3.0 Policy Content

Background
The expectations on those undertaking educational roles have increased enormously in the last few years. There is now a requirement to properly induct, plan, assess and deliver specific curriculum objectives whilst vitally recording many aspects of Doctors’ performance during training. There is abundant evidence that shows well trained and supported Doctors work safer. Conversely, those who aren’t well trained and supported are more likely to be
involved in adverse events which may damage their professional standing, the reputation of the department, Trust or training programme as well as result in patient harm.

However time, and by implication resource, must also be made available through the job planning process as part of the consultant contract. It is also an expectation of every Trust, as set out in the HEE TV's annual education contract with every Trust.

After 31 July 2016, all Educational Supervisors must be trained before taking on this role. This is a GMC requirement.

If an exceptional circumstance of there being an unexpected loss of a trained Educational Supervisor and there being no trained replacement within that specialty (it is not necessary to work on the same site as the Trainee) then this must be communicated immediately to HEE TV by emailing kelly.young@thamesvalley.hee.nhs.uk, HEE TV will ensure both training for the replacement Supervisors and support for Trainees is undertaken in this interim period.

A different framework, which can be viewed on the 'Oxford Deanery’ website, covers trainees and trainers working in General Practice website under the following page link: http://www.oxforddeanery.nhs.uk/specialty_schools/school_general_practice/resources_and_information.aspx

Additional information for Public Health training can be viewed by accessing this link: http://www.fph.org.uk/supervisors

Supervisors of Dental Trainees, whether qualified as Dentists and/or Doctors, are covered by the framework laid out in this document.

New supervision arrangements for Foundation Trainees came into force in 2012. The detail of which should be read in sections 5.30 to 5.47 of 'The UK Foundation Programme Reference Guide’, published July 2012. This can be downloaded at the following link: http://www.foundationprogramme.nhs.uk/pages/foundation-doctors

HEE TV has its own policies which can be viewed in the Foundation School section of the Oxford Deanery website.

3.1 Definitions

The GMC has defined of the roles of both Clinical and Educational Supervisors, which are:

**Named Clinical Supervisor:** 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. E.g. ‘Named CS’ is identified as such by general practice and surgical training programmes.

**A Sessional Supervisor** is a clinician who supervises a Trainee for individual sessions, and who may be required to provide formal assessment and feedback on the Trainee to their Clinical or Educational Supervisor. Most Consultants are Sessional Clinical Supervisors. This description also covers senior professionals from allied healthcare disciplines whom may carry out a sessional clinical supervisory role if trained, and if their contact with Trainees includes observing or assessing practice. Such individuals might include, but is not limited to, a senior (ST5+) Trainee, Specialist Nurses, Nurse Consultants or Sonographers, who may supervise Junior Medical or Dental colleagues in the course of their work.

**Named Educational Supervisor**: 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 judgment at the end of the placement and/or series of placements.

It is expected that Educational Supervisors should have all the attributes expected of trained Clinical Supervisors.

**Academic Supervisor**: is usually appointed by the University. The Academic Supervisor’s role is to help the Trainee to plan their research activity and achieve agreed outcomes. Even if he or she has a clinical contract, they should not normally be the Trainee’s educational or clinical supervisor. He or she is required to provide an annual report on a trainee for the ARCP panel.

### 3.2 Training

- Training attracts for CPD credits.
- Educational Supervisors must complete *either* a
  - Deanery course (any one of the ‘One Day Workshop for Educational Supervisors’ or the ‘AES’ days for Surgeons), which accrues one CPD point per hour. From February 2015, delivery of training changed from three half day workshops.
  
  **Or**
o HEE TV will recognize ‘in house’ training as above and complete programmes provided by other LETBs for ES Training, Training for Educational Supervisor Programmes run by Medical Royal Colleges and training endorsed by the AoME for Educational Supervisor Training. Training is valid for three years from completion, at which time it should be refreshed Please refer to the TVWED pages for information on refresher opportunities.

- **All staff** with an educational role must complete training in Equal Opportunities and Diversity using one of the on-line tools at either NHS Core Learning Unit or ‘doctors.net’ every three years to satisfy HEE TV requirements.

- **ALL Supervisors**, both Named Clinical and Educational, will be required to register for the online Education Supervision resources available within HEE TV for ‘refresher’ training (previously trained ES) or for both baseline and refresher (Named Clinical Supervisor) Please email supervisor.training@thamesvalley.hee.nhs.uk requesting log-in credentials to be arranged.

- Sessional Clinical Supervisors are strongly encouraged to register for the online training tool (above).

- **Trainees commencing the final year of specialty training** may want to undertake training in preparation for their Consultant roles. They may register for local courses as described above, subject to availability, or attend the courses provided by Medical Royal Colleges mapped to the AoME domains adopted by the GMC for Trainer Recognition. However, Trainees should not become Educational Supervisors until they have been appointed to a Consultant role for at least six month’s duration.

**Educational Supervisors and College Tutors**

All **new Educational Supervisors** must complete the online requirements before attending a six hour workshop where there will be closely facilitated small groups exploring and working through challenging situations and managing difficult conversations. There will be pre and post workshop questionnaires to complete for accreditation as an Educator.

**Reference Resources**

There are key documents which should be kept on an Educator’s desktop and referred to regularly. V5 Gold Guide was published in June 2014, and the local policies are reviewed annually. These are ‘controlled documents’ and the
latest version is always stored online on the PGME section of the HEE TV website. Key Documents can be accessed by following the below links:

V5 GMC Gold Guide:  

Oxford Supporting the Trainee Policy:  

Oxford Good Practice in the ARCP Policy:  
http://www.oxforddeanery.nhs.uk/pdf/ARCP%20policy%2017%20March%202014spellchk.pdf

The Supervisor’s Field Guide:  

The Academy of Medical Educators (AoME) Essential User Guide for Educational Supervisors published in November 2013 has some useful additional material, including a Q&A section.

There is an appendix at the end of this paper identifying where such training, approved by HEE TV, can be found.

- **Other trainers**

  Foundation Programme Directors (FPDs)  
  Training Programme Directors (TPDs),  
  Directors of Medical Education (aka Trust Clinical Tutor) and  
  Associate Deans (ADs)

All of the above must be able to evidence training and ongoing educational CPD for these roles at their annual education review / appraisal.

Additional, optional, qualifications such as Post-Graduate Certificates / Diplomas / Master’s which enhance a Consultant’s understanding and practice in medical education are desirable for those who wish to progress in medical education.

All training should be evidenced by acquisition of a CPD certificate and submitted as evidence during annual appraisals.

### 3.3 Appointment to the roles

- Doctors undertaking supervisory roles must be registered with the GMC and have a current license to practice
- Not all Consultants will have training or supervisory roles. SAS doctors and Senior Trainees in the final year of their training programmes may take on these roles, subject to eligibility and training. **Their appointments must be approved jointly by the DME at the employing Trust and the Head of School.** It is best practice to provide a Senior Educator as mentor to both parties. More details can be found by following:
  [http://www.rcpe.ac.uk/sas/sas-news.php](http://www.rcpe.ac.uk/sas/sas-news.php)

- Some Supervisors may not be qualified as Doctors or Dentists (most usually in General Practice and Public Health) and are covered by separate guidance not included in this policy, but available to view through the appropriate School site via the HEE TV website.

- **Locum Consultants** may take on CS or ES roles provided that (i) they have the CCT or CESR for the relevant specialty (ii) they have completed the necessary training and (iii) they will be in the clinical post for a minimum of six months.

**Clinical (Named and Sessional) Supervisors** are appointed within individual departments at the employing Trust. The Clinical Lead for the specialty and the local College tutor should identify colleagues with the appropriate training and ensure the role is described within job plans.

**Educational Supervisor** appointments are to be made jointly by the Trust DME and relevant Head of School, although these may delegate to Departmental / Divisional Educational Leads and College Tutors. Both Trust and specialty should be represented.

**College (specialty) Tutors** will be appointed by the Trust DME and relevant Head of School.

**FPDS, TPDs, Heads of School and Associate Deans** are HEE TV appointments.

### 3.4 Job planning

**Clinical Supervisors**
- Providing safe clinical oversight of Trainees during routine ward rounds, outpatients, operating sessions or other clinical sessions.
- Undertaking a proportion of per year of workplace-based assessments (probably about 10 a year per Trainee) and contributing to 360° feedback.

**Typical Time Allocation**
It is anticipated that a Trainer will normally provide clinical supervision within their usual clinical activities. The GMC document ‘Doctors as Teachers’, 1999, makes this explicit.
**Comment**
A Clinical Supervisor may have a number of Trainees working alongside them. Typically this would be one or two. On occasion, the CS may be asked to complete workplace-based assessments for Trainees normally attached to other Consultant teams. If operating lists are extended, or clinic lists extended because of supervision of Trainees and/or undertaking assessments, then the number of Patients in that clinic or list should reflect that, thus allowing the time for education within the standard working week.

**Educational Supervisors**
- Should sign the HEE TV Tripartite Educational Agreement between themselves, their DME on behalf of the Trust and HEE TV (Launch spring 2016). This outlines the expectations and job planning/remuneration between all three parties. This will be available through the DME office locally at Trusts.
- Are responsible for a named Trainee for all aspects of personal development planning, appraisal, attending faculty meetings, completing reports and helping the Trainee complete workplace-based assessment.
- Should arrange regular documented meetings with Trainees (these must include induction and educational contract agreement, a mid-point review and a summative review before ARCP).
- Will complete relevant sections of e-portfolios and offering help for careers guidance and Trainees in difficulty.
- Attend at ARCP panel or specialty recruitment if required by School.

**Typical Time Allocation**
HEE TV and all Local Education Providers (LEPs) entered into a tripartite agreement with Education Supervisors during 2016. This formalises time to discharge all the components of the role and will be included in the annual appraisal process in Trusts (the tariff has been agreed at 0.25 PAs per week, per trainee, although this could be timetabled as two hours per fortnight or a half day a month). This is paid for by the Trust as part of SPA allocation, either within, or in addition to, the standard 10 PA WTE Consultant contract. No ES should have more than four Trainees, and it should be recognised that some Trainees, at certain times of difficulty, require significantly more supervisor time than those progressing normally.

**Comment**
This sessional time is also needed for those Consultants who are active hospital Supervisors of GP Trainees – including completing all assessments and full use of the e-portfolio.

**College Tutor / Departmental Education Lead**
This role is described by individual Medical Royal Colleges, and is delivered at Trust level to support the Trainees’ adherence to College standards for training; assisted by the DME in the Trust, the School Board and HEE TV. Individual Colleges have the right to define who is eligible for such roles, not
HEE TV, and it may vary by College. Please refer to the relevant medical Royal College for information.

The normal duties will typically include

- Representing the Trust on the School Board.
- Leading the Local Faculty Group in their specialty, and representing it on the Trust Education Board.
- Ensuring the delivery of the GMC/College curriculum within the Trust.
- Participation in the construction of, and delivery of, the formal education programme for Trainees.
- Working with the Educational Supervisors and Programme Directors.
- Helping undertake workplace assessments and 360° feedback.
- Ensure that induction process is in place at the Department.
- Facilitate a “training the trainers” programme within the Department, particularly e-portfolio.
- Provide specialty career advice.
- Provide advice on access to study leave opportunities.
- Complete the GMC Annual Survey
- Disseminate any curriculum changes or HEE TV / School Board policies to Consultant colleagues involved in training
- Support the HEE TV Quality Control arrangements, such as preparation for, and participation in, informal and formal School Board visits and complete the relevant specialty section of the DME Annual Report.

**Typical Time Allocation**

1 PA for up to 20 Trainees in specialty schools (excluding Foundation).

1.5 PAs for 20 to 40 and 2 PAs for more than 40. This should be reflected in the job plan, agreed with the Trust. HEE TV does not remunerate these positions directly.

For descriptions of the roles and responsibilities for Training Programme Directors, Foundation Programme Directors, Heads of Schools, and Associate Deans, please see the relevant HEE TV documents when such opportunities arise.

**Regional Advisors** are Medical Royal College appointments. The nature of such posts are determined by the Royal College, and whilst part of the function is to support high quality education and training, time allocation and remuneration is not addressed in this policy.

**3.5 Duration of the roles**

Clinical and Educational Supervisors roles are open ended but continuation will be subject to satisfactory evidence of ongoing educational activity in the appraisal portfolio.

Training Programme Directors, Heads of Schools and Associate Deans are appointed for three years initially, and extension is contingent on
satisfactory educational appraisal.

3.6 Evidence

This is likely to be required by the GMC for revalidation. DMEs are expected to support HEE TV recommendation that appraisal documents include a section on educational activity.

3.6.1 A Supervisor’s evidence should include:

- completion of the minimum training for the role,
- Trainee feedback on performance (via 360 degree feedback used in some Trusts, or the annual trainee surveys),
- formal teaching sessions (feedback, copies of slides / handouts),
- receipts from NHS e-portfolio of completed trainee assessments,
- reflective piece written as part of the ‘extended’ training for Educational Supervisors (every three years),
- formal, written feedback on the quality of the annual report written by, the ES on a trainee for the ARCP panel may be incorporated by individual schools if feasible.

Consultants who cannot evidence their activity annually, and who do not ‘refresh’ their training every three years, will not be allowed to continue with an educational role.

3.6.2 DMEs should have access to this information from their Trust's appraisal and revalidation support team.

3.6.3 Trust Medical Education Managers (MEMs) should maintain a list of staff members who have undertaken training, detailing the date and nature of such training. This should be used locally to ensure that only properly trained staff are used as Clinical and Educational Supervisors. There must be a robust local system to capture such training, and to ensure that staff members are reminded three months before training needs to be refreshed.

4.0 References


GMC guidance (The Trainee Doctor, July 2011 and Tomorrow’s Doctors, Oct 2011)

GMC implementation plan for Recognising and Approving Trainers, August 2012

Welsh Deanery ‘Supervising the Route to Excellence’ change programme 2011
Royal College of Physicians, Edinburgh: SAS Doctors as Educational Supervisors at http://www.rcpe.ac.uk/sas/sas-news.php


5.0 Consultation
This document was circulated in draft form to Heads of School in HEE TV and Directors of Medical Education in the constituent Trusts between June and August 2012. The PGMDE Executive between August and October 2012 viewed working drafts.

6.0 Dissemination/Circulation
Electronic copy sent to all Heads of Schools, DMEs and Associate Deans. Lodged on the Oxford Deanery website in Policy section

7.0 Implementation
From 1 January 2013
8.0 Appendices

Appendix 1 Training provision

The Associate Dean for Educator and Faculty development, and the GP Associate Deans have produced a **handbook** for all hospital supervisors of postgraduate medical and dental trainees. This tool will available in hard copy from January 2013, but will also be on the Oxford Deanery website, and a pdf version can be downloaded.

HEE TV offers a comprehensive package of training for its educators. Training is required for these roles to be discharged effectively, and our courses have been developed to anticipate new GMC requirements. HEE TV funds these courses for its educators, and are therefore ‘free at the point of delivery’. These half-day workshops (until end of 2014) in supervision are delivered by our Associate GP Deans, all of who are experienced educators. They are held regularly in all the acute Trusts to minimise travel and maximise convenience. Educators can attend courses at any of the venues, not just at their employing Trust. There are significant benefits to attending these courses which include:

- Understanding the difference between clinical and educational supervisors
- Awareness of GMC requirements and understand own role in relation to this
- Develop an awareness of, or refresh, knowledge of adult learning principles
- Understanding the common frameworks for giving feedback, be able to give effective feedback
- Encourage reflection and self-assessment in learners and oneself
- Understanding the importance of encouraging learners to agree a plan of action
- Understanding the importance of regular and timely communication with trainees
- Awareness of the work placed based assessment tools used to underpin the recording of a trainee’s progression through training
- Awareness of the importance of role modeling and how to be a positive role model
- Spotting warning signs of trainees heading into difficulty

Highly experienced leaders in these fields who work within HEE TV deliver our **ARCP master class and Supporting the Trainee** (formerly known as the ‘Trainee in Difficulty’) workshops.

Workshops bring richness to the group with sharing of peer-to-peer experiences (such as sharing problems and strategies which have been locally successful), which has to be offset against the apparent convenience...
of on-line learning products, where such interaction is limited.

‘Training the Trainer Courses’ provided by Medical Royal Colleges offer very good alternative training. Booking fees must be paid by the delegate and claimed back from personal study leave budgets.

On-line courses can only be used if there has been prior confirmation from either the Trust DME or your specialty Head of School that the content addresses local and GMC requirements. If there is any uncertainty, the Associate Dean for Educator and Faculty Development should be consulted.

Courses at the NHS Core Learning Unit, MIAD and Edgecumbe Academy are currently considered appropriate. If an on-line course attracts a fee before use, this may be claimed against study leave budgets.

Accessing information on Suitable training courses or tools

1. Equal Opportunities and Diversity training: this can be done using either of the online courses at www.corelearningunit.nhs.uk or www.doctors.net.uk The instructions to access the NHS course are below:

2. If you already have a username and password please sign in and go to step 7.

3. If you don’t have a username please click on the ‘register’ button next to the signing in box.

4. Select South Central Strategic HA from the list and then select your Trust from the dropdown list.

5. Click ‘proceed’.

6. Fill out the registration form ensuring all fields with a red mark are completed. **PLEASE USE AN NHS EMAIL ADDRESS TO REGISTER**

7. Click ‘save’.

8. Click on the ‘my learning’ tab towards the top-right of the screen.

9. Select ‘ED Equality and Diversity’ and begin your training.

Clinical Supervision: information on course dates and venues can be found by clicking on this link on the Oxford Deanery website home page shown below

Educational Supervision: information on course dates and venues can be found by clicking on this link on the Oxford Deanery website home page shown below
Supporting the Trainee (The Trainee in Difficulty); information on course dates and venues can be found by clicking on the link on the deanery website home page as shown above. Individual Royal Colleges offer workshops from time to time.

ARCP master class: information on the HEE TV dates and venues can be found by clicking on the link on the deanery website home page as shown above. Individual Royal Colleges offer specialty specific training from time to time.