

Professional supervision: common threads, different patterns, 2010

28

**Introducing a portfolio based accreditation process for supervisors of junior doctors in secondary care: a report from the UK
London Deanery**

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working to improve the quality of patient care



Professional Development Framework for Supervisors

Implementing the PMETB *Standards for Training*

- 7 million population
 - 16% of the NHS workforce
 - 70 acute, foundation, mental health and primary care trusts
 - 500 employed staff
 - CPD for around 20 000 GPs, dentists and SASG
 - 13 000 trainees in primary and secondary care and dentistry and...
 - ...a number of supervisors
-

Excellence in educational supervision

There are clear links between the quality of supervision and:

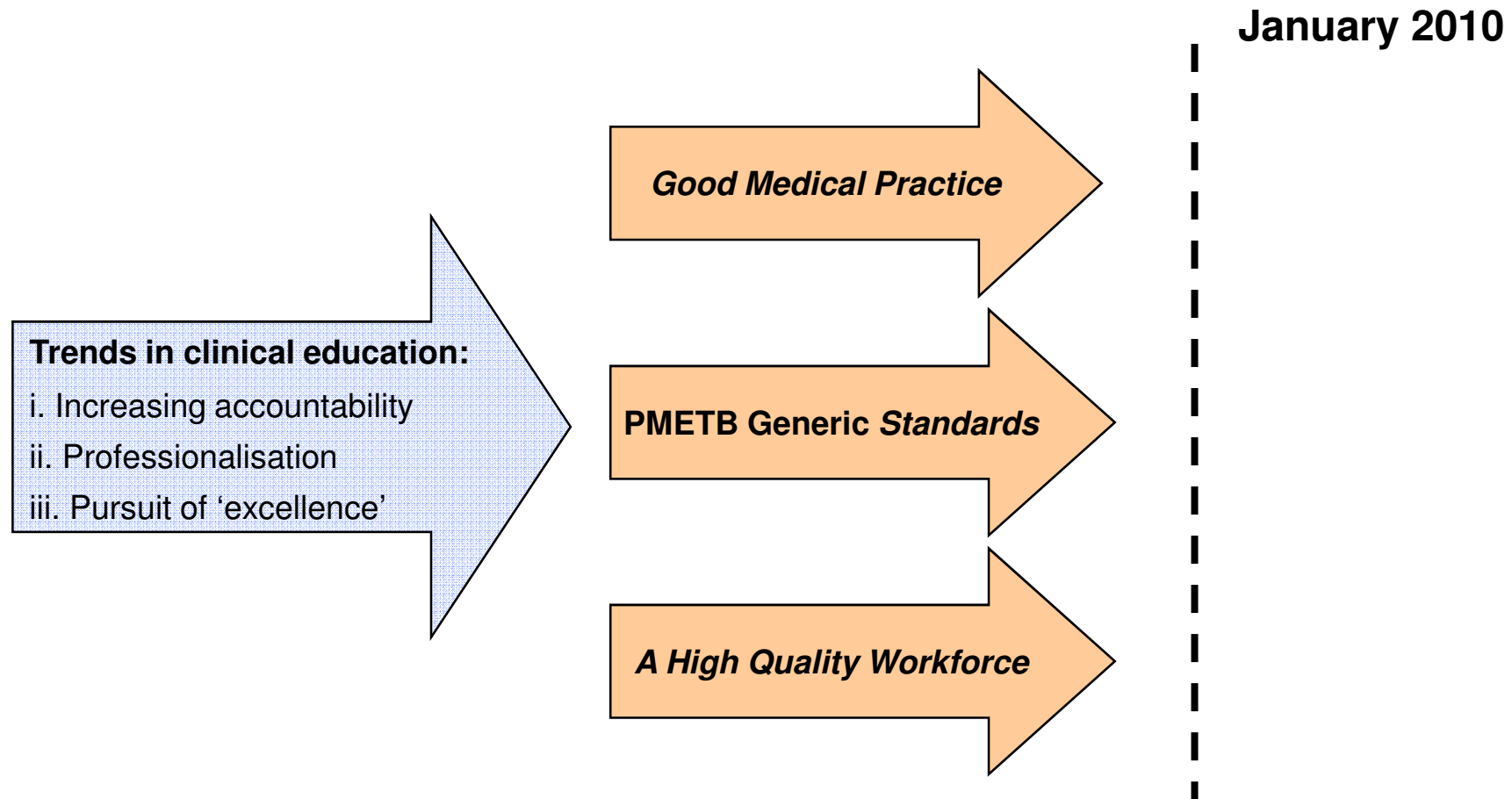
- patient safety
- enhanced quality of care
- more rapid acquisition of trainee knowledge, skills and professional attitudes



The London Deanery has developed a Professional Development Framework for Supervisors and accompanying portfolio in response to the requirements of the Postgraduate Medical Education and Training Board's (PMETB) *Generic Standards for Training*.

The Framework will enable Trusts and other providers to **train** and **accredit** supervisors and will assist in the development of excellence in clinical education in London.

Political, professional and regulatory drivers



London Deanery requirements

By **January 2010**, within each local education provider, there should be:

- A populated database of all supervisors and their training
- A rolling programme of faculty development
- A portfolio accreditation process underway for educational supervisors

All underpinned by a developmental framework

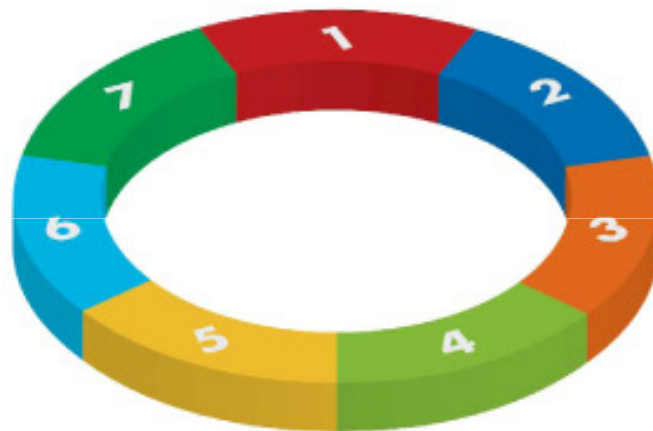


PMETB role definitions

An ***educational supervisor*** is a trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee's educational progress during a training placement or series of placements. The educational supervisor is responsible for the trainee's educational agreement.

A ***clinical supervisor*** is a trainer who is selected and appropriately trained to be responsible for overseeing a specified trainee's clinical work and providing constructive feedback during a training placement. Some training schemes appoint an educational supervisor for each placement. The roles of clinical and educational supervisor may then be merged.

The Professional Development Framework areas



- 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

Each area of activity describes a set of minimum expectations as well as those which, if achieved, denote excellence.

Example

4. Enhancing learning through assessment



4. Enhancing learning through assessment

This area is about your approach to assessment and feedback.

The effective supervisor	The excellent supervisor <i>Also</i>
<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, focussed 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"> • Ensures that workplace-based assessments are used effectively by juniors, consultant colleagues and the wider team • Understands and can apply theoretical frameworks relevant to assessment to their and others’ practice • Is involved in professional assessment activities beyond the supervisory relationship, e.g. as an ARCP panel member or College examiner

Mandatory training

- Intended to be flexible and accommodating
- Not necessary to repeat training courses (apart from equalities and diversity)

<p>1. Ensuring safe and effective patient care</p> <ul style="list-style-type: none"> • Balancing the need 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
<p>2. Establishing and maintaining an environment for learning</p> <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 triennially)
<p>3. Teaching and facilitating learning</p> <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
<p>4. Enhancing learning through assessment</p> <ul style="list-style-type: none"> • Principles of workplace-based assessment • Use of commonly used tools e.g. mini-CEX, MSF • Giving effective feedback
<p>5. Supporting and monitoring educational progress*</p> <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
<p>6. Guiding personal and professional development*</p> <ul style="list-style-type: none"> • Personal development planning • Career guidance and advice
<p>7. Continuing professional development as an educator</p> <ul style="list-style-type: none"> • Specific Speciality and/or Foundation training requirements

*educational supervisors only

Mandatory training requirements (ctd)

For **educational supervisors** mandatory training covers all areas of the Framework. Educational supervisors are expected to demonstrate an ongoing commitment to their development as a medical educator through participation in a three-yearly cycle of review.

For **clinical supervisors** mandatory training covers selected areas (1-4) of the Framework. Clinical supervisors are encouraged to demonstrate an ongoing commitment to their development as a medical educator through participation in a three-yearly cycle of review although this is not currently a mandatory requirement.

PLUS

All **trainees** in London programmes will be required to have undertaken training in areas sufficient to equip to be an effective clinical supervisor (areas 1-4) below by the time they complete their specialty training.

Requirements on local education providers

- The outcomes of local processes are expected to be as follows:

A **database** of all supervisors and their training is established and maintained at the Trust or local education provider

A system of portfolio-based **accreditation of educational supervisors** is implemented using the Professional Development Framework

Formal educational appraisals are conducted with all educational supervisors three-yearly

The process must be **developmental** and linked to the results of the PMETB trainee survey

All **new educational supervisors** must submit a portfolio to the DME (or nominated deputy) before taking on their role

The **outcome** of each review will be a formal statement of approval from the DME, and a recommendation to inform job planning

Existing supervisors may be permitted initial approval for up to 3 years on the basis of past experience, so spreading the appraisal load evenly

Trusts should provide an **ongoing programme of faculty development** to meet identified needs

Trusts **must demonstrate that an effective processes are in place** as part of the Deanery quality management requirements

The supervisors portfolio

- The portfolio should demonstrate a professional, informed and coherent approach to the educational supervision of trainees. The documentation has been kept as brief as possible and aims primarily to support a developmental discussion. It contains the following sections:
 - Personal details
 - Educational roles and activities
 - Prior accreditation or experience
 - Training courses undertaken
 - Evidence of good practice
 - Personal development plan
 - Sign off



Project timeframe

- August 2007 – faculty development unit established
- March 2008 – project plan devised
- April - July 2008 – stakeholder views canvassed
- August 2008 – project mandate agreed
- September 2008 - pilot Framework and portfolio developed
- September 2008 – trusts recruited and face-to-face meetings
- October 2008 – pilot initiated in 16 trusts
- March 2009 – focus groups and semi-structured questionnaire evaluation
- April 2009 – data analysis
- May 2009 – publication of final framework, portfolio and other materials
- June - December 2009 – launch of the framework

Evaluation

Intervention

- All London training trusts invited to participate
- Financial incentive
- Draft portfolio based on HEA process
- 16 trusts volunteered including 2 PCTs and 1 MHT

Data collection

- Two focus groups (n=23) with independent facilitation and transcription
- Structured questionnaires from each trust (n=16)
- Trusts reported 187 supervisors involved

Data analysis

- Initial thematic analysis by researcher who had not been present at groups
- Final framework reviewed and revised in discussion with all three researchers
- Framework checked against original transcripts/questionnaire for exhaustiveness

Thematic analysis

1. Clarity of overall processes of training and supervision
2. Alignment with other accreditation processes
3. Situation within organisational context
4. Engagement and motivation
5. Implications for management and administrative infrastructure
6. The draft portfolio and review process
7. Impact

There's still confusion surrounding that distinction between clinical and educational supervisor...the consultants don't know, the trainees don't know

Thematic analysis

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Its yet another example of bureaucracy which is repeating things which have gone through in other areas like consultant appraisal

Thematic analysis

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From my perspective, the role of the educational supervisor is almost an act of charity within the hospital. It's barely recognised by trust management or by colleagues

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The whole initiative comes at a very difficult time if you look at the wider context for seniors in medicine

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Money's not the problem actually...

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Its really important that it [the supervisor's portfolio] is punchy and easy to use

Thematic analysis

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Most people found it incredibly valuable for their own reflection about their education and development needs. It focussed people's minds on what they need to do

Recommendations

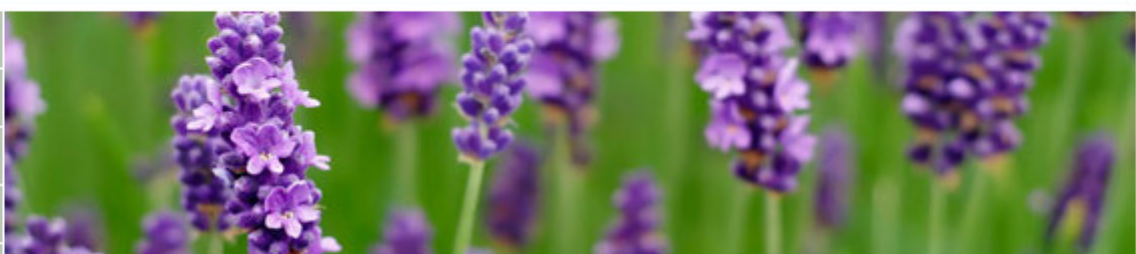
If '*mandatory training and performance review*' of educational supervisors in secondary care is to become a reality we will need:

- A clear and unambiguous national framework
- Sufficient flexibility at local level to allow innovation
- Dovetailing with appraisal and revalidation
- Mechanisms that allow recognition of training within job plans
- Robust quality management processes
- Developmental approaches that go beyond the minimal threshold
- Investment and support for faculty development

Supervision and accreditation are set
within a wider context of faculty
development and training

Home	Clinical supervision	Assessment	Educational supervision	Working with groups	Educational leadership	Login
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Faculty development home
Masters level programmes
Short courses
Conferences and events
E-learning modules
Support for trusts
Support for individuals
Support for schools
Educational resources
Library and information services
Curriculum for clinical teachers
Professional Development Framework for Supervisors
• Using the framework
• Definitions
• Framework areas
• 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



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London Deanery Professional Framework for Supervisors

The London Deanery Professional Framework for Supervisors outlines the training and accreditation required in order for supervisors in London Trusts to meet regulatory requirements that come into force in January 2010. The Framework applies to all those doctors acting as clinical and educational supervisors working within Trusts and other local education providers within London.

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 varying depending on the supervisory role.

The seven areas are:

Downloads

-  [Portfolio form](#)
-  [PowerPoint - PD Framework for Supervisors, Oct 08](#)
-  [Brief Guide](#)
-  [Sample portfolio 1](#)
-  [Sample portfolio 2](#)
-  [Professional Development Framework](#)

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