

EDUCATIONAL SUPERVISORS

ROLES AND REVIEWS

EDUCATIONAL SUPERVISOR ROLES

- Help GPStR to develop a learning plan
- Supervise the e-portfolio and assessments
- Provide feedback to GPStR
- Countersign declarations
- Complete reports
- Liaise with PD about any concerns

MANDATORY MEETINGS BETWEEN ES AND GPStR

- Annual Planning Meeting at the start of each year
- Mid-point review (6m, 18m, 30m)
- End of Year Review with ARCP report

(Informal checks on progress at end of each post)

EDUCATIONAL SUPERVISOR REVIEWS (ESR)

- Aims:

Formative Appraisal

Assessment of Progress towards CCT

EDUCATIONAL SUPERVISOR REVIEWS (ESR)

- Objectives:

Provide feedback on overall progress

Identify areas for more focussed training –
help produce a PDP

Identify doctors in difficulty as early as
possible

EDUCATIONAL SUPERVISOR REVIEWS

ctd.

- Format:

an e-portfolio review looking at

Curriculum Coverage

Review of Skills Log (DOPS)

Assessment against Competency
Areas

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Before the Interview

GPStR

ensure all WPBA assessments done

keep shared log up to date

completed Self Assessments of Competencies

consider future learning needs

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Before the Interview

Educational Supervisor

Check PDP progress

Check that the minimum assessments of WPBA and Clinical Supervisors' Reports are complete

Get an idea of Curriculum Coverage and gaps

Check DOPS recorded and rated as satisfactory

Check that enough Out-of-Hours sessions have been done (Learning Log entries)

Check CPR certification (ST3s mainly)

Check GPStR has completed self rating of competencies

Check competencies assessments in evidence (CSR and validated log entries)

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The Interview (approx 2 hours):

- A. Work through the Evidence, CSRs, Skills Log, and Curriculum Coverage

Particularly check minimum assessments are done (~1

hour)

- B. Discuss GPStR approach, well being and any problems.

Provide feedback and advice about future learning plans.

- C. Complete the report including assessment of competencies and final recommendation. (~1

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Curriculum Coverage

(defined by Learning Log and leads on to competencies)

Look at quantity and quality

How many entries overall?

Which headings not well covered? Why?

Reflective – not just descriptive

Look at Random / Problem entries

Discuss GPStR self assessment of needs

- Informs learning needs for the PDP

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Skills Log

Which Mandatory skills have been assessed?

Any others completed?

Does this fit with jobs done (O&G etc)?

Are the ratings satisfactory?

What learning needs does the GPStR feel they have?

- informs skills needs for PDP

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Competencies – review and overall assessment

- likely to take the most time
- 12 competencies to look at
- 3 headings to cover:

GPStR self rating

Professional Competencies

Record Competencies

Competencies ctd.

- GPStR self rating

This gives an indication of the attitude and confidence of the GPStR

“Viewing” individual entries doesn’t give any more information but shows the grading criteria for that competency

Competencies ctd.

- “Professional Competencies”

This records all entries from all sources (Self-assessment, Skills Log, WPBA, CSRs) but NOT the grades. Individual entries can be read in more detail.

“Grade this Competency” lists all old comments, allowing easy referral and objective evidence for that competency.

Making entries here avoids completing them in the next section.

Entries made must show justification for that grade.

Competencies ctd.

“Record Competencies”

Lists all previous entries together with gradings.

Lists criteria for the 4 different gradings

Allows you to edit comments made earlier in the review.

Entries made must show justification for that grade.

ES Quality Issues

Educational Supervisor Reports:

Judgements made should refer to evidence

Judgements made should be justifiable

The level of progression to competence should be clear

There should be appropriate suggestions for trainee development

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Finish Review

Set the next review date by putting the final date possible.

Can enter the actual date of the review at the time.

Present ST3 trainees (2008/9) will need to add any VTR1/2 forms to obtain their CCT.

**Record your overall assessment of
progress for ARCP**

(Satisfactory – Unsatisfactory – Request Panel
Opinion)

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“Unsatisfactory” Assessments

- may be due to

1. Insufficient WPBA assessments
(Even in otherwise good candidates)
2. Poor progress on competency progression
3. Previous problems not adequately addressed
4. Problems highlighted in CSRs
5. Problems highlighted in the review

**DON'T FORGET TO SCROLL
DOWN**

AND “SAVE” THE REPORT !!

ESR QUALITY CONTROL

Training Programme Level

all checked by PDs

Deanery Level

ARCP panel reviews all “unsatisfactory” assessments

10% of all “satisfactory” assessments reviewed by a separate deanery panel

All final ST3 ESRs are reviewed

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Reasons for returning the ESR to the Educational Supervisor

1. Assessed as “Satisfactory” but with less than minimum WPBA results
2. Insufficient justification for ES decisions
(i.e. Text in Comments boxes)

ARCP Panel Options for Unsatisfactory Reports

- Ask GPStR for written explanation for incomplete evidence
- Panel interview including CPSU representative leading to:
 - Development of specific competencies required without additional time
 - Addition period of training may be required
 - GPStR may be “released” from the training programme

Educational Supervisor Reviews

Handouts

ARCP Panel checklist

Quality criteria for log entries

Quality criteria for ESR reports