

Welcome to this edition of Trainer Standards update. For the benefit of new readers this is a quarterly update which aims to inform and guide you on the GMC trainer recognition process at a local level and to share educator development initiatives taking place across HENW.

In this issue we provide an update on the quality management process for trainer recognition and share with you a quality monitoring initiative at Cumbria Partnerships that has seen the implementation of a network of Medical Education Reviewers.

In response to queries received we thought it would be helpful to include a summary of the knowledge and skill areas that clinical and educational supervisors are required to demonstrate competence in. Trainers may find this useful for when they are required to evidence their competence, either as a clinical or educational supervisor, and to help identify those gaps where they would benefit from further training.

At the end of this update you will find a list of examples of evidence of CPD as an educator. You may find it helpful to print off and keep somewhere as an aide memoire.

We hope you find the update useful. Feedback is welcome as are suggestions on areas to cover in the next issue.

HENW Educator Development Team
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GMC Report 2014

1. GMC Milestone 3 report - confirm that full information has been entered for all medical trainers in the two roles and that trainers have been categorized as provisionally or fully recognised by 31 July 2014.

The report has been submitted to the GMC. In total there are **5415 recognised supervisors** across HENW:

- Mersey and Cheshire region: **2276**
- North Western: **3139** (of which 699 are *fully* recognised)

2. GMC Milestone 4 is when HENW will be required to confirm that all medical trainers in the two roles, or entering any of the two roles, are **fully recognised**, without use of interim concession (i.e. provisional status), by July 2016.

Even though the GMC deadline is July 2016 **HENW requires all trainers currently holding provisional status to be fully recognised by end of July 2015.**

Full recognition is achieved by evidencing appropriate CPD as an educator (domain 7) at annual appraisal and every year thereafter in order to maintain status. Please see end of this update for examples of evidence that would meet this annual requirement.

Knowledge and Skills for Clinical and Educational Supervisor Roles

The following is a summary of the knowledge and skills that named clinical and educational supervisors are required to demonstrate competence in.

A new consultant joining a Trust seeking to be a named educational or clinical supervisor would be expected to evidence their competency in these areas.

For those who received training several years ago the knowledge and skill areas will help identify areas where further support and development is required (see also the following section on the Training Needs Analysis (TNA)).

| Clinical Supervisor | Educational Supervisor |
|--|--|
| <p>1. Workplace-based clinical skills teaching including:</p> <ul style="list-style-type: none"> • An understanding of adult learning and different learning styles • Teaching methods and techniques • Evaluation of teaching <p>2. Giving effective feedback</p> <p>3. Reflective Practice</p> <p>4. Working with portfolios</p> <p>5 Workplace-Based-Assessments (WBAs)</p> <p>6. Communication and Team working</p> <p>7. Role modelling</p> | <p>In addition to having the knowledge and skills required of a clinical supervisor, educational supervisors are also required to demonstrate the following:</p> <p>1. Effective supervision</p> <p>2. Coaching, mentoring and pastoral care</p> <ul style="list-style-type: none"> • An understanding of the importance of one to one for learners as appropriate • A basic understanding of the principles of coaching and mentoring, including the differences and overlap between them. <p>3. Assessing learning needs</p> <p>4. Negotiating learning agreements</p> <p>5. Assessment and appraisal</p> <ul style="list-style-type: none"> • Timely and specific feedback and objective setting <p>6. Principles of ARCPs</p> <p>7. Careers support</p> <p>8. Identifying and supporting trainees in difficulty</p> |

Further information on each of these roles can be found at:

- Clinical Supervisor: <http://www.nwpgmd.nhs.uk/educator-development/standards-guidance/clinical-supervisor>
- Educational Supervisor: <http://www.nwpgmd.nhs.uk/educator-development/standards-guidance/educational-supervisor>

Clinical and Educational Supervisors – Training Needs Analysis

As the Mersey and North Western Deaneries come together to form a new postgraduate medical and dental directorate of Health Education North West, we want to support the ongoing development of medical educators which will facilitate them evidencing educational CPD at appraisal and meeting the GMC requirements for the recognition and approval of Clinical and Educational Supervisors.

An online survey for all medical educators across the North West has been circulated inviting respondents to identify, and prioritise, from a list of areas their development needs. The aim of the survey is to gather information about what those involved in education and training have done already and what would be useful going forward.

All areas of development have been mapped to the GMC domains (<https://www.nwpgmd.nhs.uk/educator-development/standards-guidance>).

The invitation to the survey has been sent via Postgraduate Medical Education Centres and DMEs in the North Western region area and directly to supervisors and DMEs in the Mersey and Cheshire region. If you have not received this please email: nwd.educatordevelopment@nw.hee.nhs.uk

The survey is open until **28th November 2014**.

Quality Management of Trainer Recognition and Approval

In the last update we outlined the proposed process for the quality management of trainer recognition which includes random sampling (10%) of CPD evidence (domain 7) that supervisors have presented to their appraiser, and which Trusts are required to provide this as part of the biennial monitoring visit process.

This process has now been approved by HENW educator development steering group and a copy of the process is available here:



QM of Trainer
Approval 2014

The process will be tried out at a forthcoming Trust visit.

If anyone has any comments or questions please email: nwd.educatordevelopment@nw.hee.nhs.uk

Medical Educators Reviewers Project – Cumbria Partnership

Cumbria Partnerships have implemented a network of **Medical Education Reviewers (MERs)** to evaluate trainer's evidence against GMC standards on behalf of the Director of Medical Education (DME). This achieves a more educationally focused assessment of trainer's evidence, prior to annual appraisal.

Existing educational staff were recruited to the role and undertook a developmental session. These were moderated and used criteria with positive and negative indicators.

MERs review evidence submitted, give specific developmental feedback to trainers and make recommendations to the DME for approval. This then feeds into the existing trust appraisal / revalidation process. The trainer takes the evidence, feedback from MER and the approval from the DME to the appraisal where it is used to inform the PDP

If the evidence does not meet the criteria for the recognition of trainers the MER gives specific developmental feedback to the trainer and asks for resubmission of evidence; the subsequent evidence is then reviewed by a different MER. Second referral will trigger a meeting with the DME/ PG tutor to facilitate remediation/support.

Quality evaluation will be undertaken by auditing of trainers evidence, MER feedback and recommendations annually; a summary report will be included in the LEP annual report to HENW PDMED for 2015.

The MERs support each other through a forum.

For further information on the project please contact:

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GMC Trainer Survey

The GMC is piloting a new survey of trainers in a number of LETBs. The objective of the pilot is to gather feedback on the support and recognition trainers get in their role:
http://www.gmc-uk.org/education/national_trainer_survey.asp

Once the pilot is complete the GMC will assess whether it will be practical to run regularly a survey of the national trainer population.

Further details will be communicated as they become available.

Contact us

If you have any queries or suggestions on topics you would like covered in future issues please e-mail the Educator Development team at: nwd.educatordevelopment@nw.hee.nhs.uk

Examples of Continuing Professional Development as an Educator

In order for trainers to achieve *full* recognition and maintain their status thereafter, they must produce **one piece of evidence of domain 7 (CPD as an educator) at each annual appraisal.**

Over a five year period HENW will require a minimum of 3 different types of evidence in this domain. Examples of CPD as an educator might include:

- Courses attended, or programmes undertaken, including face to face and online learning.
- Results of GMC/HENW/Specialty/Foundation Reports and Reflections.
- Involvement in educating others e.g. running workshops at relevant conferences or locally e.g. HENW annual conference, Specialty away days, RC conference or courses.
- Involvement in peer mentoring with evidence of reflection on this.
- Evidence of participation in online discussion forums with peers. E.g. anonymised screen shots.
- Results of 360 degree appraisal.
- Trainer MSF on Horus with reflection and development plan.
- Results of peer review or professional observation of teaching. For example;
Peer observations and feedback/discussion with reflection and personal development actions identified
- Review of feedback on educational supervisor reports, reflection and personal development plan.
- Review of formal trainee feedback on teaching and reflection on this with personal development goals.
- Written reflection on any CS/ES experience of choice with development goals.
- New qualifications or certificates obtained.
- Critical comments on relevant books or articles read recently.