

Guidance Notes for The ES CREATED May 2014

Intro

If you have any concerns or feel confused about any aspect of Educational Supervision, please contact the College tutor TPD or DME.

"The trainee describes, interprets and reflects. The Educational Supervisor describes interprets and evaluates". Educational Supervision is 'a positive process to chart an individual's continuing progress and to identify development needs. It is a forward-looking process essential for the development and educational planning needs of an individual.

Its educational aims are to

- *Encourage trainees to reflect in order to help them...*
- *Identify their educational/development needs and thus...*
- *Facilitate their personal and professional development and*
- *Formulate an educational plan to help keep them on track for training.*

This document gives advice on what to look for in the review. Reviewing a trainee's e-portfolio (for ARCP) involves making qualitative judgments more than quantitative ones. We are not asking you to look for excellence. All we're asking you is to determine whether there is 'good enough' evidence of satisfactory progression. Don't lose sight of this.

Those judgments need to be holistic too – so, if evidence for a particular competency is lacking in one part of the e-portfolio, check if it is lacking elsewhere. Or perhaps it is demonstrated elsewhere! The WPBA is designed so that each professional competency is tested in a number of different places.

The ultimate question for the final year of ST is whether they are ready for independent practice. As the trainee progresses through training, the evidence of competence demonstrated and degree of readiness should gradually accumulate. The picture becomes clearer as more evidence is gathered. Don't focus too much on the pixels - look at the big picture, determine whether the evidence is there and remember that 'good enough is good enough'.

Relationships are important

- A key feature of the Educational Supervision process is that it is built on a supportive and facilitative relationship between two people.
- The more you get on with each other in a safe and supportive environment, the more likely it is the trainee will open up and tell you things which you may then be able to help with. And the more you get to know them, the more they will like you, respect you, and take on board what you have to say.
- Taking part in this process should prove rewarding too. Professional development supported in this way enriches working life, increases job satisfaction and should enable both of you to respond effectively to clinical, organisational and social change.
- Therefore, at the start, remember to spend time getting to know each other and building that relationship. Think about meeting in a nice environment — small things like this help set the scene!

I'm a first-time Educational Supervisor (ES)

- The key to a good Educational Supervision (ES) meeting is to ensure both you and your trainee have done all the pre-meeting prep work.
- The preparation you need to do is to dip into their ePortfolio and have a look around. Familiarise yourself with navigating through the ePortfolio, unless you want to give look inept on the very first day you meet.
- Make sure you've been to an ES Training workshop – the Deanery do some and your local scheme will probably do one too. Find out more from your scheme's administrator and do not leave this to the last minute!

When do we meet for ES?

- Basically around **every 2 months** –
- For **ST1s** in their **first post** (i.e. who have just started) it is good to meet them twice – right at the beginning for an informal chat and the second official one at a later time.
- You might also want to consider having two meetings if you feel the trainee is a bit of a concern or needs more input (e.g. using the ePortfolio) – where meeting several times now will help set good behaviour and hopefully make life easier in the future.

How long will the meeting take

- This varies from trainee to trainee and how experienced an ES you are.
- Personally (RM) I like to do my ePortfolio review in the presence of the trainee so that I can give 'live feedback' on things that I pick up. It makes future ES meetings go smoothly and you both end up really enjoying the process (rather than picking at faults).

What do I cover in the first of the two ES meetings for the newbie ST1-1?

- **Before the meeting:** When arranging the first meeting, ask the trainee to write up a couple of learning log entries about clinical encounters from their first post. Tell them not to worry too much about how to write things up - just have a go. This will provide material which you can work with in your first session when you discuss '*What makes a good reflective log entry*' & how to make the ones they have written better.
- **At the start of the meeting:** Ask them how they *feel* about this meeting, their *expectations*, their *concerns* and then spend time getting to know each other.
- Explain what Educational Supervision is all about (perhaps starting with what they know about it first?). Dispel any fears and misconceptions (and perhaps discuss previously identified feelings about the meeting). Engage in true *two-way* dialogue.
- **Later in the meeting:** Outline the requirements for training and show them the ePortfolio, highlighting areas that they have to do
- Use the learning log entries they wrote beforehand to teach:
 - How to write a learning log entry up
 - What sorts of things to write about
 - What reflection means and the 'Levels of .
- **Toward the end of the meeting:** summarise what is expected of the trainee prior to ES meetings – and how important it is.
- Summarise key points in an Educator's Note in the ePortfolio

Where do I write things up?

· For official ES meetings, there is an ES form embedded within the ePortfolio.

What if the trainee is on maternity leave or Out of Programme?

- An **ESR** must be done before someone goes off on maternity leave for three reasons
 1. To validate the evidence submitted so far so that it counts towards training
 2. To record progress
 3. To help formulate a development plan (i.e. what they need to do) upon their return.

- If there is substantial evidence submitted in that review period then should comment upon it and record progress, and set out the development plan to be followed on return to the programme.

- A further ES review should be undertaken when the trainee returns to the programme to ensure the personal development plan is appropriate.

The ES checklist – guidance notes.

1. Review previous reports – ESR & ARCP

- Click *Review Preparation* and look at the **last ESR** plan from the last post. Has good progress been made on it? What, if anything, needs to be carried over? Cast an eye over how **Curriculum Coverage** was then and what the **Rating Scales** were like.
- Similarly, review the **last ARCP** by clicking on *Progress to Certification*. Any important points in the last ARCP panel?

2. Sign the declarations

- Has the trainee signed all the declarations (like probity and health)? Have both **you and trainee** signed the Educational Contract (important)?

Entries

- **Sample some** of the Log Entries. *How many?* – Just enough to give you a flavour of what the trainee is like as a learner – do they learn things superficially or deep & meaningfully. Perhaps a combination of ones the CS has not managed to read and ones that have.
- **Numbers** What's more important than the numbers is the quality of those log entries.
- **Timely input:** have they been added at the 11th hour? (look at the dates).
- **Breadth:** there should be a range of log entry types –.
- **The quality:** the table below is about levels of reflection and should guide you in assessing the quality of learning log entries; whether they are superficial or deep.

When looking at each log entry, most should show...

1. Evidence of **critical thinking** through describing their own thought processes.
2. Some **self-awareness** – being open & honest about performance and considering the **feelings** generated (in self or others). *I was uncomfortable at the thought of...; I felt upset when I realised; They were distressed because...*
3. **Evidence of learning** - describing what needs to be learned, why & how

4. Appropriate linkage to the Curriculum Headings

THE PERSON & THE POST

- Ask how it is going. Are there any problems at work?
- Is the job providing adequate *clinical experience* and *educational experience*.
- Are they being allowed **release for Regional Teaching** (attendance should be around 75%)? If not, what alternative protected educational time is being provided instead?
- Any **personal difficulties** social, finances and health? Tread carefully & sensitively. How open the trainee will be depends on the ethos you have set and the relationship you've built up with them.

14. AGREED PLAN

- You must put together a plan where at least 3 of the points in the agreed plan can be easily converted into 3 PDP items.
- Remind the trainee that they need to develop AT LEAST one more PDP item based on their next post.
- Other things to consider include:

Where to focus on the Curriculum, what Educational Courses to attend, themes from MSF/PSQ/CSR to work on, NOE activity and anything from The Person & the Post section.

FINAL POINT

In breaking down Educational Supervision into so many elements, we are at risk of losing one of the very first key points that we made in this document. Therefore, we'd like to finish off with a reminder about it:

Remember to look at the whole picture, rather than the individual pixels. What overall impression do you get of the trainee? And remember, good enough is good enough.

