

The Workplace Learning Environment

July 2013

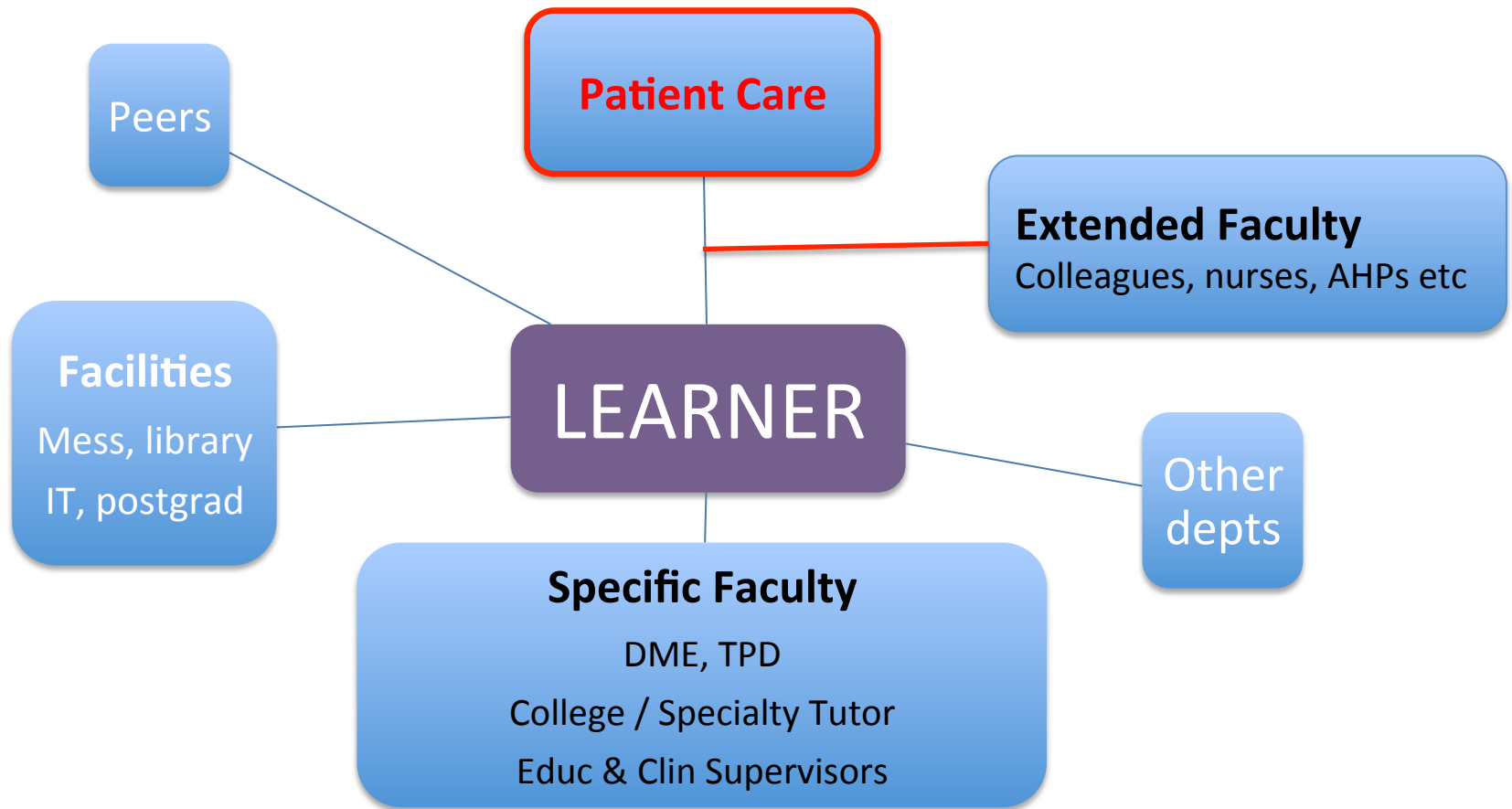


Health Education England

BETTER TRAINING BETTER CARE
Role of the Trainer

ENVIRONMENT

LEARNING & PROF
DEVELOPMENT



The GMC uses the term **‘local faculty’** to denote *“those involved in the delivery of postgraduate medical education locally:*

foundation programme directors, directors of medical education, clinical tutors, GP trainers, college tutors, and others with specific roles in educational supervision and clinical supervision where this relates to training”.

Specific Faculty

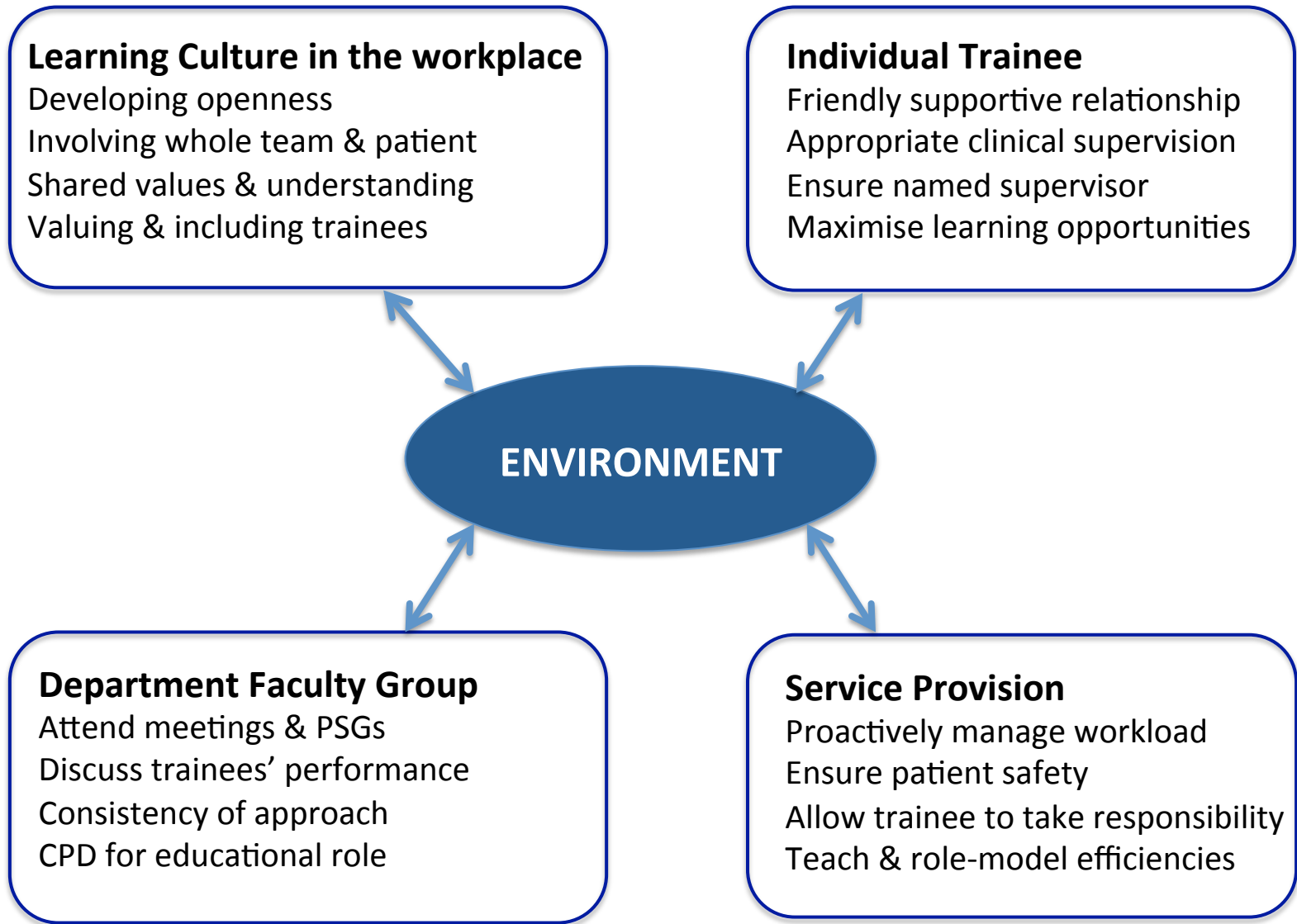
- Educational & Clinical Supervisors – defined by GMC
- College / Specialty Tutors
- Directors of Medical Education within the LEP or of a Training Programme – FTPD , TPD

Extended Faculty

includes all clinical team in which a trainee is working

ROLE

- Create safe environment for learning
- Provide **clinical supervision** - observe clinical performance, provide support and feedback
- Ensure safe, high-quality patient care
- Named senior doctor to provide “**on-going clinical supervision**”



Learning Culture in the Workplace

Developing Openness

Encouraging & role-modelling professional behaviour

Seeing, listening & sensing what is going on in the team and responding appropriately

Giving, receiving and seeking regular constructive feedback

Safe to question, challenge and disagree

Involving whole team & patient

Knowledge of the roles of team members; willingness to help each other

Understanding what being faculty means

Explaining to patients their role in developing young doctors

Involving patients, carers and relatives in the learning opportunity

Shared values and understanding

Acceptance and expectance of constructive critical feedback

Mutual respect and trust; modeling equality and diversity; minimal hierarchy

Being professional – acknowledging and discussing errors/incidents

Confidentiality, minimal gossip & open processes for discussing trainees performance

Valuing & including trainees

The role of the trainee as practitioner – defining & sharing job plan & expectations

The role of the trainee as learner – it's ok not to know

Trainees are trainers too;

Induction, sharing “how it is done round here”

Support Individual Learner

Friendly supportive relationship

Introductions at start of placement

Start from premise of positivity & support

Individual welfare & physical environment – food, rest, personal space/locker etc

Assist with required processes, IT passwords, protocols etc

Appropriate Clinical Supervision

Observe performance & feedback

Understand requirements of the relevant level of training

Act as trainee advocate & ensure appropriate help is available

Give regular feedback – particularly on professional aspects of practice

Know name & contact details of senior doctor providing “ongoing clinical supervision”

Ensure Named Supervisor

Named Educational Supervisor (ES) Clinical Supervisor if ES not in dept. Role of ES / CS clear

Alternative sources of support known to trainee

Communication from extended faculty to Supervisor via PSG or LFG

360 feedback – principles and purpose understood

Maximise Learning Opportunities

Educate & utilise the multi-professional team

Support with prioritization & delegation to ensure accesses learning events

Find suitable trainee when learning opportunity arises

Let go – let trainee make decisions, do tasks etc

Dept Faculty Group

Attend Faculty meetings & Placement Supervision Groups

Link service and training issues – service reconfiguration, rotas etc.

Enhance quality of training

Inform faculty of developments, expectations

Ensure appropriate clinical supervision to maintain safe service

Discuss trainees' performance

Supervisor can provide individual trainee feedback and constructive comments

Issues can be raised & addressed and documented

Involve trainees early when concerns are identified and devise agreed management plan

Focus on non-clinical as well as clinical aspects of performance

Consistency of Approach

Agree on clinical protocols & educational approach

Communicate with other trainers and Specialty / College Tutor around any issues e.g. managing trainee with specific issues or concerns

CPD for Educational role

Engage with colleagues to demonstrate CPD in educational role

It is part of the College / Specialty Tutor role to develop the faculty

Provide some supporting information for own appraisal

Seek feedback on educational role from colleagues & trainees

Safe Service Provision

Proactively manage workload

Allow trainees to manage their own rota & take responsibility for ensuring cover
Ensure trainees balance the clinical needs of the patients with their learning needs
Faculty should consider how to manage the service to enhance the learning
Trainees should appreciate the learning in all aspects of patient care

Ensure Patient Safety

Clarify expectations of what level of decisions the trainee is expected to make
Discuss issues after “independent” work to ensure learning takes place
Faculty to assess learners ability & allow independent practice

Allow trainee to take responsibility

Articulate expectations of what is expected
Provide regular feedback of what was good and how to improve
Grade level of supervision according to individual

Teach & role-model efficiencies

Demonstrate and teach how to prioritise & allocate time
Be focused and to the point in all communication
Delegate tasks having set defined objectives of what to do and not do
Involve all faculty team – let go – others can do it too
Demonstrate the humanity of medicine

Conclusions

- Leadership is required within the department by Specialty Tutor working with the Clinical Director, Business manager & other tutors and educators
- The education contract and regulation requirements require engagement and ownership by all members of clinical team
- Establishing an open learning environment in all departments & organisations is essential for the delivery of excellent safe patient care