

# Professional Development Framework for Supervisors in the London Deanery

## BRIEF GUIDE



### What is the Professional Development Framework for Supervisors?

The Framework outlines requirements for the selection, training and review of supervisors in the London Deanery. Trusts are required to implement the Framework to meet regulatory standards that come into force in January 2010.

### Does it apply to me?

Yes – if you have a specific supervisory role.

### Educational or clinical or supervisor – what's the difference?

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.

### What training do I need to do?

Educational supervisors should be able to demonstrate that they have been trained

in all areas of the Professional Development Framework (see overleaf). For clinical supervisors, training is mandatory in selected areas only. Training once undertaken – with the exception of equalities and diversity – need not be repeated.

### Do I need to be formally accredited?

Only if you are an educational supervisor. All supervisors should be selected for the role and their name, contact details and training recorded on a database at the Trust. This is usually held at the postgraduate centre. If you are an educational supervisor you will also be expected to participate in a three-yearly cycle of portfolio-based review.

### By when do I need to do this?

After January 2010 you will need to be able to show that you have been trained appropriately. If you are an educational supervisor you will also need to have registered for, or participated in a portfolio-based review.

### How does this fit with my job plan?

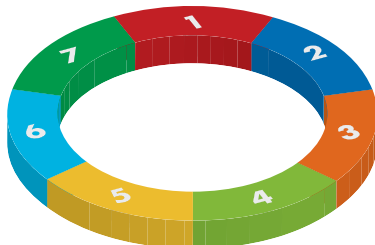
One of the purposes of the Framework is to bring some clarity to the job planning process. The Framework includes guidance for Trusts on the number of programmed activities expected for your educational role.

### What should I do next?

Contact your local postgraduate centre to find out what training is available locally, and if you are an educational supervisor, what accreditation arrangements are in place. Full details about the framework and supporting documents are available at [www.faculty.londondeanery.ac.uk](http://www.faculty.londondeanery.ac.uk)

## Professional Development Framework Areas

The Framework is designed around seven areas which describe the key activities of the postgraduate medical supervisor. The precise emphasis on individual areas will vary depending on the supervisory role; areas 5 and 6 for instance are particularly relevant to educational supervisors. The full Framework describes the expectations of effective supervision alongside the hallmarks of excellence and is available at [www.faculty.londondeanery.ac.uk](http://www.faculty.londondeanery.ac.uk). The attention of supervisors is also drawn to the professional requirements of Good Medical Practice to be found under 'Teaching and training, appraising and assessing'.



The Framework areas are to guide your professional development and accreditation as a supervisor but also to assist you in identifying appropriate training opportunities. Listed here under the seven Framework areas are the topics that you should aim to cover in any training undertaken for your supervisory role.

### Mandatory training topics:

#### 1. Ensuring safe and effective patient care

- Balancing the needs 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

#### 2. Establishing and maintaining an environment for learning

- Creating a learning environment
- Identifying and planning learning opportunities
- Dealing with diversity and providing equality of opportunity

#### 3. Teaching and facilitating learning

- Assessing learning needs
- Using a variety of methods to deliver the curriculum
- Skills teaching
- Developmental conversational skills e.g. supervision, mentoring, coaching

#### 4. Enhancing learning through assessment

- Principles of workplace-based assessment
- Use of commonly used tools e.g. mini-CEX, MSF
- Giving effective feedback

#### 5. Supporting and monitoring educational progress\*

- Setting and reviewing learning objectives
- Purpose and processes of portfolios
- Annual review of competence progression
- Identification, diagnosis and management of the trainee in difficulty

#### 6. Guiding personal and professional development\*

- Personal development planning
- Career guidance and advice

#### 7. Continuing professional development as an educator

- Specific Specialty and/or Foundation training requirements