



ES Professional Programme

Professional Development Framework for Educational Supervisors in Pharmaceutical Medicine

V3.0 May 2019

1. Introduction

This Professional Development Framework ('the Framework') is provided to help you to plan your personal educational development as a Pharmaceutical Medicine Deanery recognised Educational Supervisor (ES). It will also enable you to show that you are meeting the GMC requirements for this part of your scope of work during your annual appraisal for revalidation.

The Framework is based on the Health Education England (HEE) Framework for Educators and reflects the Academy of Medical Educators (AoME) Professional Standards.

2. The seven domains of the Framework

The Framework is designed around the seven domains of activity identified by HEE. These are:

1 - ensuring safe and effective patient care through training

2 - establishing and maintaining an environment for learning

3 - teaching and facilitating learning

4 - enhancing learning through assessment

5 - supporting and monitoring educational progress

6 - guiding personal and professional development

7 - continuing professional development as an educator

3. Maintaining your GMC approval as a specialty trainer

Your role as a recognised ES is included in the public details on the GMC's list of registered medical practitioners. In order to maintain recognition in your ES role, the Pharmaceutical Medicine Deanery ('the Deanery') requires you to provide evidence and reflection demonstrating CPD that covers each of the seven domains of the Framework across a 4-year cycle, and to undertake at least one item of educational CPD each year.

The pages that follow describe each domain, the expectations of effective supervisors, the hallmarks of excellence and the type of activities and evidence that could be provided to demonstrate CPD. The information provided has been derived from London Deanery materials supplemented by input from Pharmaceutical Medicine ESs, trainees, Specialty Advisers and FPM members.

You should use the ES self-review record (see Appendix) to record your CPD each year. The Deanery will review this information every four years as part of the assessment for maintaining your recognition as a trainer.

4. Appraisal and revalidation

As a practising ES you must include the role in your scope of work for appraisal and you will need to show that you are keeping up to date, evaluating the quality of your educational work and getting feedback on your educational practice. You must provide evidence of relevant CPD, and a review of any significant events, complaints or compliments related to being an ES, along with relevant feedback. You might decide to undertake a quality improvement activity related to your educational work.

Your appraiser will want to see both evidence and reflection, particularly what you think the supporting information says about your educational practice and how you might develop or change it as a result.

The amount of information that you provide in your portfolio is likely to reflect the proportion of your role that is taken up with ES activities. You are encouraged to complete and upload the ES self-review record as part of your appraisal documentation each year.

5. Sources and further reading

Academy of Medical Educators. Professional Standards (2014).

<https://www.medicaleducators.org/Professional-Standards>

Health Education England (HEE). Professional Development Framework for Educators (2018).

<https://faculty.londondeanery.ac.uk/new-multiprofessional-framework-for-educators/professional-development-framework-for-educators-2018>

London Deanery. Professional Development Framework for Supervisors in London.

<https://faculty.londondeanery.ac.uk/professional-development-framework-for-supervisors>

Conference of Postgraduate Medical Deans of the United Kingdom (COPMeD). The Gold Guide - A Reference Guide for Postgraduate Specialty Training in the UK (2018).

https://www.copmed.org.uk/images/docs/gold_guide_7th_edition/The_Gold_Guide_7th_Edition_January_2018.pdf

Domain 1. Ensuring safe and effective patient care through training

This area is about how you protect research participants and patients and enhance their care through your supervision of doctors in training, and how you balance the needs of research participants, patients and the organisation with the educational needs of your trainees.

<i>The effective supervisor</i>	<i>A highly effective supervisor might also</i>
<ul style="list-style-type: none"> • Balances the needs of service delivery with education • Acts to ensure the health, wellbeing and safety of research participants and patients at all times • Ensures that trainees have undertaken appropriate induction • Helps trainees, when suitably competent, to take responsibility for activities • Ensures that trainees understand the importance of providing culturally competent care 	<ul style="list-style-type: none"> • Use educational interventions to enhance the care of research participants and patients • Facilitate trainee involvement in service improvement • Involve research participants and patients as educators
<i>Practical activities</i>	
<ul style="list-style-type: none"> • Conducts induction meeting • Undertakes regular educational supervisor meetings with trainee to determine competencies • Helps to facilitate transition (to other functions, companies or overseas) • Helps to facilitate allocation of resources to trainees • Uses educational interventions to enhance the care of research participants and patients 	
<i>Examples of relevant evidence (with reflection)</i>	
<ul style="list-style-type: none"> • Courses attended or programmes undertaken including, face-to-face and online learning • Details of measures put in place to ensure supervision appropriate to trainee's competence and confidence • Trainee audits, examples of topics critically appraised by trainees • Evidence of trainee involvement in process improvement activities 	

Domain 2. Establishing and maintaining an environment for learning

This area is about how you make the environment safe and conducive to effective learning for trainees and others.

<i>The effective supervisor</i>	<i>A highly effective supervisor might also</i>
<ul style="list-style-type: none"> • Encourages participation through provision of equality of opportunity and acknowledgement of diversity • Ensures that trainees receive the necessary instruction and protection in situations that might expose them to risk • Encourages and maintains the confidence of trainees • Is open, approachable and available • Maintains good interpersonal relationships with trainees and colleagues • Supports trainees in identifying protected time for teaching and learning • Involves the multi-professional team in the delivery of teaching and supervision • Is aware of the team's experience and skills relating to teaching and supervision • Supports trainees in ensuring that workload requirements are legal and that, wherever possible, they do not compromise learning • Helps to make provision for the specific training needs of trainees with disabilities • Proactively seeks the views of trainees on their experience 	<ul style="list-style-type: none"> • Take steps to establish a learning community within their department and/or organisation • Monitor, evaluate and take steps to address areas for improvement in teaching and learning
<i>Practical activities</i>	
<ul style="list-style-type: none"> • Helps to prepare the training timetable • Manages Associate Educational Supervisor (AES) activity • Work with trainee to put together a training timetable/schedule • ES input into facilitating the Local Education Provider (LEP) agreement e.g. meeting with company Medical Directors to get endorsement and approval for this • Helps to establish a study leave policy for trainees 	
<i>Examples of relevant evidence (with reflection)</i>	
<ul style="list-style-type: none"> • Courses attended or programmes undertaken, including face-to-face and online learning • Feedback from trainees • Details of learning programmes, study schedules, timetables for trainees • Feedback from colleagues • Evidence of ES contribution to developing and establishing an educational /study policy in their institutions e.g. protected time • Evidence of ES fulfilling trainee requests for PMST/training support • Evidence of ES communicating with the trainee's line manager to confirm training provisions (for ESs who are not the trainee's line manager) • Evidence of trainee incorporating training needs in company PDP • Input into FPM guidance for educational supervisors 	

Domain 3. Teaching and facilitating learning

This area is about how you work with trainees to facilitate their learning.

<i>The effective supervisor</i>	<i>A highly effective supervisor might also</i>
<ul style="list-style-type: none"> • Has up-to-date subject knowledge and/or skills • Provides direct guidance or feedback on work where appropriate • Has effective supervisory conversational skills • Plans learning and teaching episodes • Supports the trainee by using a range of appropriate teaching interventions • Facilitates a wide variety of learning opportunities • Helps the trainee develop an ability for self-directed learning • Helps the trainee to make contributions to practice of graduated value and importance commensurate with their competence • Uses technology-enhanced learning where appropriate, e.g. simulation • Encourages access to formal learning opportunities, e.g. study days and courses 	<ul style="list-style-type: none"> • Demonstrate exemplary subject knowledge or skills • Understand and be able to apply theoretical frameworks to their practice • Be involved with curriculum development beyond the supervisory relationship • Work with the department and/or provider to ensure a wide range of learning opportunities is available, e.g. simulation facilities, courses
<i>Practical activities</i>	
<ul style="list-style-type: none"> • Coaching on reflective practice • Facilitates remedial activity • Attendance at relevant study days and courses to maintain subject matter expertise • Provide ES feedback in the GMC's annual national training survey • Act to organize and coordinate study groups • Facilitate 'work experience' days within the company in different functions • Contribute to building a formal learning network/resource for the organisation 	
<i>Examples of relevant evidence (with reflection)</i>	
<ul style="list-style-type: none"> • Courses attended or programmes undertaken, including face-to-face and online learning • Trainee feedback • Emails/reflections from trainee feeding back on their participation in work experience days • Successful trainee ARCPs • Evidence of trainee participating in educational events (focus on events where the ES has provided some input into) e.g. e-learning certificates of completion, certificate of attendance • Details of learning programmes, study schedules and timetables for trainees • Feedback from colleagues • Evidence of recent initiatives to enhance the provision of learning opportunities 	

Domain 4. Enhancing learning through assessment

This area is about your approach to assessment and feedback.

<i>The effective supervisor</i>	<i>A highly effective supervisor might also</i>
<ul style="list-style-type: none"> • Regularly observes the trainee's performance and offers feedback • Plans and/or monitors assessment activities • Uses workplace-based assessments appropriately • Provides feedback that is clear, focused and aimed at improving specific aspects of trainee performance • Ensures that the trainee participates in 360° appraisal • Supports the trainee in preparation for professional external examinations 	<ul style="list-style-type: none"> • Demonstrate exemplary subject knowledge or skills • Understand and be able to apply theoretical frameworks to their practice • Be involved with curriculum development beyond the supervisory relationship • Work with the department and/or provider to ensure a wide range of learning opportunities is available, e.g. simulation facilities, courses
<i>Practical activities</i>	
<ul style="list-style-type: none"> • Monitoring / interpreting triangulated assessments • WPBA (PMAT, PBD, TO) – writing ES assessment commentaries • Reviewing 360 (MSF) feedback on trainee • Use of workplace-based assessments in the trainee portfolio and their incorporation in ES ARCP reports • ES marking / assessment of mock papers for Dip Pharm Med and evidence of discussions with trainees • Support provided for trainees for Dip Pharm Med and PMST courses 	
<i>Examples of relevant evidence (with reflection)</i>	
<ul style="list-style-type: none"> • Courses attended or programmes undertaken, including face-to-face and online learning • Feedback from trainees • Details of programmes, study schedules and timetables for trainees indicating assessment modes, patterns and relevance to learning • Feedback from peers, e.g. relating to external examining or professional assessment • Upload an assessment form completed for the trainee (redacted to protect trainee confidentiality); focus on more significant assessments with specific learnings which will have an impact on changing daily practice • ES reflection on Annual Review of Competence Progression (ARCP) meetings (in particular unsatisfactory outcomes) • Gather anonymised feedback from trainees (e.g. via Survey Monkey) • Trainee achievements e.g. passing Dip Pharm Med, successful completion of PMST courses with good results from the assignments 	

Domain 5. Supporting and monitoring educational progress

This area is about the support you provide to trainees in their progression towards a Certificate of Completion of Training and their intended career destination.

<i>The effective supervisor</i>	<i>A highly effective supervisor might also</i>
<ul style="list-style-type: none"> • Agrees an educational contract at the outset of the training period • Understands the curricula requirements of the specialty and stage of training • Identifies learning needs and sets educational objectives • Involves the trainee in the above processes • Reviews and monitors progress through regular timetabled meetings • Ensures that appropriate records are kept in relation to trainee progress • Uses the educational portfolio appropriately and encourages its use by trainees • Provides continuity of supervision or ensures effective educational handover • Responds efficiently and effectively to emerging problems of trainee progress • Is aware of, and can access, available support for the trainee in difficulty • Understands their role and responsibilities within the educational governance structures of their local education provider, lead provider, and FPM • Provides reports for ARCP panels and responds appropriately to panel outcomes 	<ul style="list-style-type: none"> • Proactively seeks out opportunities for providing formal support and career development activities for trainees • Establish and/or evaluate schemes for monitoring trainee progress across the department/organisation • Involve themselves in external activities relevant to doctors in difficulty or career progression e.g. ARCP panels, GMC, FPM committees and meetings
<i>Practical activities</i>	
<ul style="list-style-type: none"> • Conducting Educational Appraisal (Meeting) • Annual (Performance) Appraisal & write-up • Attendance at first ARCP (with trainee), Attendance at PYA • Regular timetabled meetings with trainee • Support for trainees to attend courses • Active participation and contributions to FPM initiatives related to PMST or ES • Schedule and conduct regular ES meetings (according to the needs of the trainee) • For the trainee in difficulty, provide the required educational support and intervention and follow up on the impact of the interventions 	
<i>Examples of relevant evidence (with reflection)</i>	
<ul style="list-style-type: none"> • Examples of meetings, records of trainee progress and learning plans (anonymised) • Case studies of the management of a trainee in difficulty (anonymised) • Feedback from peers, e.g. relating to involvement in organisational/professional activities • Evidence of ES guiding/facilitating trainee attendance at relevant courses • Evidence of active contributions to FPM educational initiatives e.g. participating in the ES workshop during the FPM Educational Day • Evidence of educational objectives and agreements achieved at ES – trainee meetings (upload emails or minutes of the meeting) 	

Domain 6. Guiding personal and professional development

This area is about the support you provide to trainees in relation to their personal and professional development.

<i>The effective supervisor</i>	<i>A highly effective supervisor might also</i>
<ul style="list-style-type: none"> • Provides a positive role model • Has effective supervisory conversational skills • Utilises a range of skills and techniques relevant to personal and professional development • Is able to set and maintain appropriate boundaries • Provides guidance on when and where to refer on to other agencies, e.g. occupational health, counselling • Ensures that the trainee is aware of the requirements of, and participates in, company Appraisal • Ensures that the trainee obtains 360° feedback 	<ul style="list-style-type: none"> • Demonstrate exemplary subject knowledge or skills • Understand and apply theoretical frameworks to their practice • Be involved with curriculum development beyond the supervisory relationship • Work with the department and/or provider to ensure a wide range of learning opportunities is available, e.g. simulation facilities, courses
<i>Practical activities</i>	
<ul style="list-style-type: none"> • Provision of career guidance • Identification of development opportunities • Evaluation of trainee 360° feedback • Supporting trainee with attendance on courses and helping them decide which course to go on • Review and comment on trainee's PDP • Provide guidance on how to gain experience in support of demonstration of competencies e.g. simulation exercise or secondments 	
<i>Examples of relevant evidence (with reflection)</i>	
<ul style="list-style-type: none"> • Courses attended or programmes undertaken, including face-to-face and online learning • Examples of meetings, records, case studies (suitably anonymised) • Examples of support, challenge and careers guidance provided to trainees (anonymised) • Feedback from peers • Email from trainee confirming that activity was helpful • Completion of PMAT or PBD • Writing a reflection on activity 	

Domain 7. Continuing professional development as an educator

This area is about your own professional development as a medical educator.

<i>The effective supervisor</i>	<i>A highly effective supervisor might also</i>
<ul style="list-style-type: none"> • Evaluates own supervisory practice • Evaluates own practice as an educator • Acts to improve own practice based on feedback received, e.g. appraisal, informal feedback • Maintains professional practice in line with specialty and regulatory requirements 	<ul style="list-style-type: none"> • Actively seek the views of educational colleagues through e.g. 360° appraisal, peer observation • Engage in programmes of educational development, e.g. training the trainers courses, postgraduate certificates, Masters programmes • Assist in the development of others as educators, including trainees
<i>Practical activities</i>	
<ul style="list-style-type: none"> • Contribution to curriculum update activities • Attend more than one annual educational/networking meeting • Attendance and participation at relevant educational events e.g. FPM Education Day or within educational group • Attendance at ARCP and reflection on outcome and learnings • Refresher training for ES • Attendance at courses relevant to education/coaching/mentoring e.g. Futurelearn online courses (clinical supervision) - https://www.futurelearn.com/ • Reading publications relevant to education e.g. Gold Guide, Educational newsletter • Construct PDP item to cover educational supervision 	
<i>Examples of relevant evidence (with reflection)</i>	
<ul style="list-style-type: none"> • Courses attended or programmes undertaken, including face-to-face and online learning • Feedback from trainees • Examples of meetings, records, case studies (suitably anonymised) • Examples of support, challenge and careers guidance provided to trainees (anonymised) • Feedback from peers • PDP item associated with role as ES and map CPD items to it 	

APPENDIX. Self-review record

ES Self-Review Record

Your appraisal portfolio as an Educational Supervisor (ES) should demonstrate a professional and informed approach to the supervision of trainees. This self-review record is intended to help you demonstrate to the Pharmaceutical Medicine Deanery that you are continuing to develop your knowledge and skills as an ES. It should be completed annually and you are encouraged to submit it as part of your appraisal portfolio.

Continuing professional development

- In this section you should briefly describe any training and/or developmental activities undertaken relevant to your ES role.
- In completing the record, please indicate the domains of the Professional Development Framework to which your activities relate. Some activities may be relevant to more than one area.
- You should collect the evidence and reflection for your CPD activities. You are required to undertake at least one piece of CPD that is relevant to your ES role each year, and to provide evidence of activity in all domains across a 4-year period.

A. PERSONAL INFORMATION

<p>Name:</p> <p>Organisation:</p>

B. OTHER EDUCATIONAL ROLES OR ACTIVITIES

<p>For how many trainees have you acted as the named educational supervisor (ES) during this appraisal year? _____</p>
<p>Brief description of your ES role</p>
<p>Length of time as an ES _____ / _____ years / months</p>

Please use this space to provide additional information about any other educational roles or activities in which you are involved. These may include activities undertaken for professional bodies, such as examining; for other organisations, such as teaching or lecturing at universities or other institutions; or activities undertaken in the workplace.

A large, empty rectangular box with a thin black border, intended for the user to provide additional information about their educational roles or activities. The box is currently blank.

C. CONTINUING PROFESSIONAL DEVELOPMENT

Please summarise any relevant training (e.g. short courses, e-learning) or developmental activities undertaken in relation to your ES role and the Professional Development Framework domain to which it relates. Training and activities may relate to more than one domain.

Date	Description of CPD undertaken	Domain (please tick)						
		1 Ensuring safe and effective patient care through training	2 Establishing and maintaining an environment for learning	3 Teaching and facilitating learning	4 Enhancing learning through assessment	5 Supporting and monitoring educational progress	6 Guiding personal and professional development	7 Continuing professional development as an educator

Date	Details of equality and diversity training Must be renewed every three years

D. SELF-REVIEW

To be completed with reference to the Professional Development Framework domains. In relation to your ES work:

What aspects of your ES work have gone well this year?

What aspects of your ES work have been challenging?

What aspects of your ES work do you need or wish to develop?

How will you set about addressing your development needs? What goals will you set?

How will you know whether you have achieved your goals?

By when to you intend to have done this?

E. DECLARATION

I confirm that this is an accurate summary of my current ES activities and developmental needs.

Name: Date: