

# HEE TV Professional development (educator CPD) framework



**This document has been adapted from previous work undertaken by the London Deanery and expands the narrative currently available on this bookshelf and website for demonstrating scope of educational practice for annual appraisal of those engaged in supervision of postgraduate trainees.**

**It is intended as a supportive tool for appraisal and not one for performance management**

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# Professional Development Framework Areas

Development as an educator should focus around seven key areas of activity, all of which relate to the role of the postgraduate medical supervisor. The precise emphasis on individual areas will vary depending on the supervisory role; areas five and six for instance are more relevant to educational than clinical supervisors.

It is expected that educators would add at least four hours of relevant CD each year.

Each section of the Framework contains:

- description of the area
- expectations of **effective** supervisors
- hallmarks of **excellence**
- examples of evidence that may be provided for the purposes of accreditation
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The Framework is underpinned by the core professional values expressed in Good Medical Practice (GMC 2013) that apply to all doctors, including supervisors. The values and responsibilities set out in Good Medical Practice are not reiterated here but the attention of supervisors should be drawn to the specific paragraphs of Good Medical Practice under the heading 'Teaching and training, appraising and assessing'.

The seven framework areas are shown.

Ensuring safe and effective patient care through training  
Establishing and maintaining an environment for learning  
Teaching and facilitating learning  
Enhancing learning through assessment  
Supporting and monitoring educational progress  
Guiding personal and professional development  
Continuing professional development as an educator

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

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

The effective supervisor	The excellent supervisor <i>also</i>
<ul style="list-style-type: none"> <li>Balances the needs of service delivery with education</li> <li>Acts to ensure the health, wellbeing and safety of patients at all times</li> <li>Ensures that trainees have undertaken appropriate induction</li> <li>Allows trainees, when suitably competent, to take responsibility for care, appropriate to the needs of the patient</li> <li>Ensures that trainees understand the importance of providing culturally competent care</li> </ul>	<ul style="list-style-type: none"> <li>Uses educational interventions to enhance patient care</li> <li>Involves trainees in service improvement</li> <li>Involves patients as educators</li> </ul>
Examples of relevant evidence	
<ul style="list-style-type: none"> <li>Courses attended or programmes undertaken including, face-to-face and online learning</li> <li>GMC trainee survey results or equivalent</li> <li>Feedback from patients about care received</li> <li>Details of measures put in place to ensure supervision appropriate to trainee's competence and confidence</li> <li>Trainee audits, examples of topics critically appraised by trainees</li> <li>Examples of near miss/critical incident analysis</li> </ul>	

## 2. Establishing and maintaining an environment for learning

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

The effective supervisor	The excellent supervisor <i>also</i>
<ul style="list-style-type: none"> <li>Encourages participation through provision of equality of opportunity and acknowledgement of diversity</li> <li>Ensures that trainees receive the necessary instruction and protection in situations that might expose them to risk</li> <li>Encourages and maintains the confidence of trainees</li> <li>Is open, approachable and available</li> <li>Maintains good interpersonal relationships with trainees and colleagues</li> <li>Provides protected time for teaching and learning</li> <li>Involves the multiprofessional team in the delivery of teaching and supervision</li> <li>Is aware of the team's experience and skills</li> </ul>	<ul style="list-style-type: none"> <li>Proactively seeks the views of trainees on their experience</li> <li>Takes steps to establish a learning community within their department and/or organisation</li> <li>Monitors, evaluates and takes steps to address areas for improvement in teaching and learning</li> </ul>

<p>relating to teaching and supervision</p> <ul style="list-style-type: none"> <li>• Ensures that workload requirements on trainees are legal and that, wherever possible, they do not compromise learning</li> <li>• Makes provision for the specific training needs of trainees with disabilities</li> </ul>	
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**Examples of relevant evidence**

<ul style="list-style-type: none"> <li>• Courses attended or programmes undertaken, including face-to-face and online learning</li> <li>• GMC trainee survey results or equivalent</li> <li>• Other feedback from trainees from, for example, Shared Service’s multi-source feedback tool for supervisors</li> <li>• Details of learning programmes, study schedules, timetables for trainees and clinical teachers</li> <li>• Feedback from colleagues</li> </ul>
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**3. Teaching and facilitating learning**

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

The effective supervisor	The excellent supervisor <i>also</i>
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<ul style="list-style-type: none"> <li>• Has up-to-date subject knowledge and/or skills</li> <li>• Provides direct guidance on clinical work where appropriate</li> <li>• Has effective supervisory conversational skills</li> <li>• Plans learning and teaching episodes</li> <li>• Uses a range of appropriate teaching interventions in the clinical setting</li> <li>• Facilitates a wide variety of learning opportunities</li> <li>• Helps the trainee develop an ability for self-directed learning</li> <li>• Allows the trainee to make contributions to clinical practice of graduated value and importance commensurate with their competence</li> <li>• Uses technology-enhanced learning where appropriate, e.g. simulation</li> <li>• Encourages access to formal learning opportunities, e.g. study days</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates exemplary subject knowledge or skills</li> <li>• Understands and can apply theoretical frameworks to their practice</li> <li>• Is involved with curriculum development beyond the supervisory relationship</li> <li>• Works with the department and/or provider to ensure a wide range of learning opportunities is available, e.g. simulation facilities, courses</li> </ul>
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**Examples of relevant evidence**

<ul style="list-style-type: none"> <li>• Courses attended or programmes undertaken, including face-to-face and online learning</li> <li>• GMC trainee survey results or equivalent</li> <li>• Other feedback from trainees from, for example, the Shared Service’s multi-source feedback tool for supervisors</li> <li>• Details of learning programmes, study schedules and timetables for trainees</li> <li>• Feedback from colleagues</li> <li>• Evidence of recent initiatives to enhance the provision of learning opportunities</li> </ul>
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**4. Enhancing learning through assessment**

This area is about your approach to assessment and feedback.

The effective supervisor	The excellent supervisor <i>also</i>
<ul style="list-style-type: none"> <li>Regularly observes the trainee's performance and offers feedback</li> <li>Plans and/or monitors assessment activities</li> <li>Uses workplace-based assessments appropriately</li> <li>Provides feedback that is clear, focused and aimed at improving specific aspects of trainee performance</li> <li>Ensures that the trainee participates in 360° appraisal</li> <li>Supports the trainee in preparation for professional external examinations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates exemplary subject knowledge or skills</li> <li>Understands and can apply theoretical frameworks to their practice</li> <li>Is involved with curriculum development beyond the supervisory relationship</li> <li>Works with the department and/or provider to ensure a wide range of learning opportunities is available, e.g. simulation facilities, courses</li> </ul>
Examples of relevant evidence	
<ul style="list-style-type: none"> <li>Courses attended or programmes undertaken, including face-to-face and online learning</li> <li>GMC trainee survey results or equivalent</li> <li>Other feedback from trainees from, for example, the Shared Service's multi-source feedback tool for supervisors</li> <li>Details of programmes, study schedules and timetables for trainees indicating assessment modes, patterns and relevance to learning</li> <li>Feedback from peers, e.g. relating to external examining or professional assessment</li> </ul>	

## 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.

The effective supervisor	The excellent supervisor <i>also</i>
<ul style="list-style-type: none"> <li>Agrees an educational contract at the outset of the training period</li> <li>Understands the curricula requirements of the specialty and stage of training</li> <li>Identifies learning needs and sets educational objectives</li> <li>Involves the trainee in the above processes</li> <li>Reviews and monitors progress through regular timetabled meetings</li> <li>Ensures that appropriate records are kept in relation to trainee progress</li> <li>Uses the educational portfolio appropriately and encourages its use by trainees</li> <li>Provides continuity of supervision or ensures effective educational handover</li> <li>Responds efficiently and effectively to emerging problems of trainee progress</li> <li>Is aware of, and can access, available support for the trainee in difficulty</li> <li>Understands their role and responsibilities within the educational governance structures of their local education provider, lead provider, LETB and College</li> <li>Provides reports for Annual Review of Competency Progression (ARCP) panels</li> </ul>	<ul style="list-style-type: none"> <li>Proactively seeks out opportunities for providing formal support and career development activities for trainees</li> <li>Establishes and/or evaluates schemes for monitoring trainee progress across the department/organisation</li> <li>Involves themselves in external activities relevant to doctors in difficulty or career progression (e.g. ARCP panels, GMC, GDC or college committees)</li> </ul>

and responds appropriately to panel outcomes	
<b>Examples of relevant evidence</b>	
<ul style="list-style-type: none"> <li>• Courses attended or programmes undertaken, including face-to-face and online learning</li> <li>• GMC trainee survey results or equivalent</li> <li>• Other feedback from trainees from, for example, the Shared Service's multi-source feedback tool for supervisors</li> <li>• Examples of meetings, records of trainee progress and learning plans (anonymised)</li> <li>• Case studies of the management of a trainee in difficulty (anonymised)</li> <li>• Feedback from peers, e.g. relating to involvement in organisational/professional activities</li> </ul>	

## 6. Guiding personal and professional development

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

The effective supervisor	The excellent supervisor <i>also</i>
<ul style="list-style-type: none"> <li>• Provides a positive role model</li> <li>• Has effective supervisory conversational skills</li> <li>• Utilises a range of skills and techniques relevant to personal and professional development</li> <li>• Is able to set and maintain appropriate boundaries</li> <li>• Understands when and where to refer on to other agencies, e.g. occupational health, counselling, MedNet, Professional Support Unit</li> <li>• Ensures that the trainee is aware of the requirements of, and participates in, NHS Appraisal</li> <li>• Ensures that the trainee participates in 360° appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates exemplary subject knowledge or skills</li> <li>• Understands and can apply theoretical frameworks to their practice</li> <li>• Is involved with curriculum development beyond the supervisory relationship</li> <li>• Works with the department and/or provider to ensure a wide range of learning opportunities is available, e.g. simulation facilities, courses</li> </ul>

<b>Examples of relevant evidence</b>
<ul style="list-style-type: none"> <li>• Courses attended or programmes undertaken, including face-to-face and online learning</li> <li>• GMC trainee survey results or equivalent</li> <li>• Other feedback from trainees from, for example, the Shared Service's multi-source feedback tool for supervisors</li> <li>• Examples of meetings, records, case studies (suitably anonymised)</li> <li>• Examples of support, challenge and careers guidance provided to trainees (anonymised)</li> <li>• Feedback from peers</li> </ul>

## 7. Continuing professional development as an educator

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

The effective supervisor	The excellent supervisor <i>also</i>
<ul style="list-style-type: none"> <li>• Evaluates own supervisory practice</li> <li>• Evaluates own practice as an educator</li> </ul>	<ul style="list-style-type: none"> <li>• Actively seeks the views of colleagues through, e.g. 360° appraisal, peer observation</li> <li>• Engages in programmes of educational</li> </ul>

## Educator CPD framework areas

<ul style="list-style-type: none"><li>• Takes action to improve own practice on the basis of feedback received, e.g. appraisal, informal feedback</li><li>• Maintains professional practice in line with specialty and regulatory requirements</li></ul>	<p>development, e.g. training the trainers courses, postgraduate certificates, Masters programmes</p> <ul style="list-style-type: none"><li>• Assists in the development of others as educators, including trainees</li></ul>
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### Examples of relevant evidence

- Courses or programmes recently undertaken, including face-to-face and online learning
- Results of 360° appraisal, such as the Shared Service's multi-source feedback tool for supervisors
- Certificates or qualifications obtained
- Critical comments on relevant books or articles read recently
- Results of peer review or professional observation of teaching
- Keeps up to date on specific specialty and/or Foundation training requirements