**Educational Supervisor Competencies Timeframe**

Within Wessex we feel there are 4 aspects to being an educational supervisor – Who you are? Your accountabilities; What support structures are available to you to carry out the role and How you relate to the trainee. This document summarises those components against the GMC’s Generic Professional Capabilities Framework, allowing you to develop a PDP.

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| **Competency** | **At Induction** | **By Three months** | **First year and ongoing** |
| **The Trainer – Who you are** | | | |
| Demonstrating emotional resilience. | Understand your emotional resilience | Plan in place for managing your emotional resilience | Demonstrating your emotional resilience and revisiting how you manage |
| Demonstrating situational awareness. | Understand situational awareness | Have considered situational awareness within the context of your role as an educational supervisor | Demonstrating situational awareness that improves the trainee’s training experience |
| Reflecting on their personal behaviour and its impact on others. | Understand your personal behaviour. Bring your latest appraisal 360 to the induction to consider how this applies to your role as an educational supervisor. | Plan in place for managing your personal behaviour in relation to your role as an ES. | Demonstrating through reflection at appraisal and feedback from trainees. |
| Demonstrating awareness of their own behaviour, particularly where this might put patients or others (trainees?) at risk. |
| Demonstrating awareness of their own limitations and understanding when and who to refer on to or seek professional advice from. | Information given at induction about support structures – see under this heading. | Appropriate use of support structures as demonstrated through reflections at appraisal. | |
| Interacting with colleagues in a way that demonstrates appropriate professional values and behaviours, in terms of supporting colleagues, respecting difference of opinion, and working as a collaborative member of a team. |  |  | Demonstrating through reflection at appraisal and feedback from trainees. |
| Show appropriate professional behaviour and judgement in a wide range of non-clinical contexts and circumstances. |  |  |
| Manage uncertainty. | Discussion at induction as part of understanding you. | Have considered this within context of current ES roles and trainees and plan in place to manage as appropriate. | Demonstrating through reflection at appraisal and feedback from trainees and other colleagues. |
| Manage the personal challenges of coping with uncertainty. |
| Appreciating their leadership style and its impact on others. | Begin to understand your leadership style at induction. | Plan in place as to how you will know your leadership style and manage this within the training context. |
| Thinking critically about decision making, reflecting on decision-making processes and explaining those decisions to others in an honest and transparent way. | Understand how you make decisions and how this applies to your role as an ES. |  | Appraisal discussion. |
| Understand fixation error, unconscious and cognitive biases. |  |
| **Competency** | **At Induction** | **By Three months** | **First year and ongoing** |
| **The Trainer - accountabilities** | | | |
| Being accountable as an employee to their employer and working within an appropriate governance framework. | Understand accountabilities as distinct from responsibilities an identify those people to whom you are accountable and the different governance frameworks. | Have identified areas of strengths and areas which need further development. Have a plan in place for the latter and how you can use the former to help other educational colleagues. | Demonstrating through reflection at appraisal and feedback from trainees and other colleagues. |
| Being able to identify and create safe and supportive working and learning environments. | Discussed and understood as part of the situational awareness. |
| Working with appropriate equality and diversity legislation. | Yes – through Fatima as part of induction re differential attainment etc. |
| Applying management and team working skills appropriately, including influencing, negotiating, continuously re-assessing priorities and effectively managing complex, dynamic situations. |  |
| Ensuring continuity and coordination of patient care (? Trainee progression) through the appropriate transfer of information. | Record keeping regarding trainees and your role as an educational supervisor.  The Educational Supervisor’s report within the context of an ARCP. |
| Aware of and adhere to professional requirements including keeping up to date; working within appropriate quality management frameworks; participating in reflective annual appraisal. |
| Employment law. |  |
| Data protection and confidentiality. |  |
| Supervising, challenging, influencing, appraising and mentoring colleagues and peers to enhance performance to support development. |  |

**The Trainer – Support Structures available**

By Three months know all the key people regarding your role and have established lines of communication, e.g. college tutor, TPD, DME.

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| **Competency** | **At Induction** | **By Three months** | **First year and ongoing** |
| **The Trainer – relating to the trainee** | | | |
| Demonstrating awareness of the behaviour, conduct or health of others, particularly where this might put patients or others at risk. |  | Considered this as part of your trainee’s learning environment and have a plan in place to resolve if appropriate. | Reflection and feedback from trainees and colleagues as part of the appraisal process.  Evidence of documentation in appraisal, without identifiable information. |
| Able to make clear, accurate and contemporaneous records of their observations and findings. | Record keeping regarding trainees and your role as an educational supervisor.  The Educational Supervisor’s report within the context of an ARCP. |  |
| Establishing an effective and respectful doctor-patient (trainee) partnership with the ability to demonstrate empathy and compassion. | Consideration how this might be accomplished with different trainees taking into account different cultural backgrounds between yourself and the trainee. |  |
| Communicate effectively and sensitively when breaking bad news and being well prepared to give clear information. | Be able to give clear feedback which is understandable to any trainee regardless of your or their cultures and language |  |
| Effectively manage challenging conversations and consultations. |  |
| Make reasonable adjustments for students. | Understand to ensure equality and diversity so the trainee’s training is not compromised. |  |
| History taking, diagnosis and medical management |  |  |
| Critically appraising performance of colleagues, peers and systems and escalating concerns. | Know the basics of performance management and the roles of the Trust and the Deanery. | Have read and understood appropriate Trust and Deanery policies and procedures. Meet up and talk with Trust HR as appropriate. |