

Workshop

The Role of the College Tutor and Educational Supervisor in Supporting Trainee Revalidation

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DATE

Aim

This workshop will explore:

- How to develop systems to
 - Capture good information for
 - Recording and
 - Verifying performance related complaints
 - Assessing development for revalidation

Objectives

By the end of the workshop participants will understand how

- Trainee revalidation will work
- The duties of Educational Supervisors and College Tutors in the development of trainees
- How Educational Supervisors and College Tutors can contribute to the revalidation process

Revalidation for Trainees

- Postgraduate Deans are Responsible Officers
- Based on ARCP
 - Probably more robust than career Dr revalidation
- Educational Supervisor's Report
- SUIs/SIs
- Evidence must be cited
- There should be 'no surprises'

What Can Be Done

- What can College Tutors and Educational Supervisors do?
 - To collect information

Advantages of Revalidation for PGMC

- Revalidation of Trainees Committee
 - Task and Finish Group?
- Requires formal links with Clinical Governance
 - Bypass no longer possible
- Allows pro-active approach to trainees
 - Support for SUI involvement
 - Trainee problem identification
 - Early warning for DiD

Data collection spreadsheet (NACT UK)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	Revalidation for Trainees:						<div> <div>NACT UK</div> <div> Developed by Andrew Jeffrey Northampton General Hospital Past Chair, NACT UK </div> <div>Remove Filters</div> </div>															
2	Database of Concerns for Appraisal/ARCP																					
3																						
4	GMC number	Surname	Forename	Grade	Current Dept	Specialty	ARCP	Disciplinary	Complaint	SUI	GMC	Ed Sup concern										
5																						
6																						
7																						
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KEY:

SUI

1 under investigation

2 criticised

GMC

1 referral

2 hearing

Ed Sup concern

insert hyperlink to relevant document

Complaint

insert hyperlink to relevant document

Disciplinary

1 under investigation

2 a Overall

Current Dept

Press

Grade

Surname

Trainee information | Instructions | Sheet1

What Can Be Done

- What can College Tutors and Educational Supervisors do?
 - To collect information
 - To reflect trainees progress

End of Year Report

- Ed. Sup. report essential to Deanery
- Include information from all attachments in year
- Trust systems
 - Reporting SUIs direct to Ed. Sups. is difficult
 - Centralising in PGMCM offers central resource
- Spreadsheet evidence useful to Ed. Sups.
- Identify trainees in difficulty who need support



Royal College of Paediatrics and Child Health

Annual Trainer's Report

Supervisor completing report:

Training Unit:

Date:

Trainee name:

NTN:

GMC number:

Year of training:

Placements since last annual Review:

Placement/ location	Dates (from - to)	Duration (months)	Clinical Supervisor	FT or less than FT
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Days sick leave:

Mat/Pat leave:

Assessment:

MRCPCCH

not selected

Number of attempts:

Work-based assessment to x

Not completed to
satisfactory
standard

Please highlight important
comments

Paed Mini CEX

Paed CbD

External Paed CbD (level 2 & above)

MSF (SPRAT)

DOPS (covering all of required skills
appropriate to level)

SAIL (level 2 & above)

SheffPAT (level 2 & above)

Annual Trainers Report form – 2007/2008

Educational Supervisor's Report



Royal College of Paediatrics and Child Health

Portfolio Review

A judgement should be made as to whether or not each area of required portfolio evidence is Cause for concern, Borderline, Satisfactory, Above expectations or Outstanding. Where cause for concern is documented the basis for this must be clear and explicit

Section	Level	Comments to support judgement
Examinations, Work based assessments and clinical competency appropriate to stage of training		
Evidence of clear educational objectives documented in a PDP, and progress towards agreed goals		
Evidence of reflection (clinical questions, reflective events, critical incidents, education events, CPD)		
Skills log up to date with appropriate verified entries		
Teaching appropriate to stage of training		
Research / Presentations / Publications appropriate to stage of training		
Clinical Governance activity (Audit, guidelines, risk management)		
Management (management responsibilities / participation appropriate to stage of training)		

Overall Summary

* Where cause for concern is documented the basis for this must be clear and explicit

Highlights of Year / Strengths	
Areas for development	

Educational Supervisor's Report

Monthly Trainee Report

Monthly returns on trainees by consultants

Month/year

Please mark the appropriate column for each doctor and e-mail/send back to me. Thanks. Dr (College/Specialty Tutor)

		Little contact	At expected level	Above expected level	Mild concern*	Serious concern*	*Comment
F1			√				
F2			√				
GP ST1			√				
GP ST2			√				
ST1			√				
ST2			√				
ST3			√				
ST4			√				
ST5			√				

*Nature of concern; suggested remedy/support

Consultant/Clinical Supervisor:

Date:

(APJT after AHSackey2009)



Assume

- Serious issues often call into question Drs fitness to practice
- This may impact on livelihood
- If livelihood is threatened
 - Doctors will react
 - Challenge will be the main response
 - Counter-attack is possible, maybe probable
- A systematic approach is a defence

What Can Be Done

- What can College Tutors and Educational Supervisors do?
 - To collect information
 - To reflect trainees progress
 - To act on information



Managing Trainees in Difficulty

*Practical Advice for educational and
clinical supervisors*

January 2008

NACT UK: Supporting Excellence in Medical Education

National Association of Clinical Tutors UK

(Revised 2012)

Identification - plus

- Failure to
 - Book appraisals
 - Complete WPBAs
 - Spread WPBAs throughout post
 - Collect sufficient evidence for year
 - Complete eportfolio
 - Undertake mandatory training
 - Produce a PDP

What Can Be Done

- What can College Tutors and Educational Supervisors do?
 - To collect information
 - To reflect trainees progress
 - To act on information
 - To support trainees

Framework for Remediation

- Identify venue for meeting
- Decide time frame
- Agree the problem(s)
- Document goals and objectives
- Plan remedial programme
- Set type of (and date for) reassessment
- Decide return to practice after reassessment
- Ongoing monitoring
- Document everything: copy to trainee and ? Deanery

Information

- Documentation and processes should be uniform
- But will differ between countries and deaneries
- Consult
 - GMC website
 - Deanery website
 - Revalidation support team website
 - Postgraduate education managers

How to Help

- Train
 - Educational supervisors
 - Clinical supervisors
 - Assessors (medical and non-medical)
- Consultant hot weeks
 - Better care for patients
 - Better supervision for trainees
- Specific Examples

Action List for College Tutors 1

- Publicise trainee revalidation with reassurance
 - 95% trainees will not see difference from now
 - 5% will need support
 - 1-2% need Deanery input (as now)
- Remind trainees
 - Complete eportfolio
 - Enter reflective note for SUIs/SIs
 - Declare SUIs/SIs
 - Consult websites

Action List for College Tutors 2

- Ensure trainers trained to Deanery standards
- Ed Sups to check eportfolio
- Record concerns about trainees
 - Present evidence i.e. facts, then opinion
- Discuss recording of SUIs/SIs with PGMC/DME
 - Set up dialogue with PGMC to receive/provide info about trainees
 - Clarify support roles if any Drs in Difficulty

Action List for College Tutors 3

- Introduce monthly reports on trainees
 - Collect information from nurses and others depts
- Write a policy for escalation of trainee problems (liaise with PGMC & use NACT UK documents)
- Present about trainee revalidation to:
 - Trainees
 - Educational Supervisors
- Ensure info can be passed from placement to placement/Deanery to Deanery