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

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15th September 2012
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)

#### Revalidation for Trainees:
Database of Concerns for Appraisal/ARCP

<table>
<thead>
<tr>
<th>GMC number</th>
<th>Surname</th>
<th>Forename</th>
<th>Grade</th>
<th>Current Dept</th>
<th>Specialty</th>
<th>ARCP</th>
<th>Disciplinary</th>
<th>Complaint</th>
<th>SUI</th>
<th>GMC</th>
<th>Ed Sup concern</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**KEY:**
- **SUI:** 1 under investigation
- **SUI:** 2 criticised
- **GMC:**
  - 1 referral
  - 2 hearing
- **Disciplinary:**
  - 1 under investigation
  - 2 Overall
- **Supporting information**
  - Current Dept
  - Grade
  - Surname

Developed by Andrew Jeffrey
Northampton General Hospital
Past Chair, NACT UK
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 PGMC offers central resource
- Spreadsheet evidence useful to Ed. Sups.
- Identify trainees in difficulty who need support
Educational Supervisor’s Report
## Educational Supervisor’s Report

<table>
<thead>
<tr>
<th>Section</th>
<th>Level</th>
<th>Comments to support judgement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations, Work based assessments and clinical competency</td>
<td></td>
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<tr>
<td>Evidence of clear educational objectives documented in a PDP, and</td>
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<tr>
<td>Evidence of reflection (clinical questions, reflective events,</td>
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<tr>
<td>Research / Presentations / Publications</td>
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<tr>
<td>Clinical Governance activity (Audit, guidelines, risk management)</td>
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<tr>
<td>Management / management responsibilities / participation</td>
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<tr>
<td>Overall Summary</td>
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<tr>
<td>Highlights of Year / Strengths</td>
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<tr>
<td>Areas for development</td>
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</tbody>
</table>

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

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**Annual Trainers Report form – 2007/2008**

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**Royal College of Paediatrics and Child Health**
# 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)

<table>
<thead>
<tr>
<th></th>
<th>Little contact</th>
<th>At expected level</th>
<th>Above expected level</th>
<th>Mild concern</th>
<th>Serious concern</th>
<th>*Comment</th>
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<td>GP ST1</td>
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</tbody>
</table>

*Nature of concern; suggested remedy/support

Consultant/Clinical Supervisor

Date: (APIT after AHSsche 1999)
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

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