Welcome to the RCPCH ePortfolio for supervisors.

RCPCH ePortfolio is on the risr/advance platform (formerly Kaizen). It's the online tool for you and your trainees to review activities and monitor progress through the **Progress+ curriculum** and stores everything trainees do in their timeline. You can read our **RCPCH ePortfolio guidance for supporting training.**

Practically everything on RCPCH ePortfolio is trainee-led. This means that trainees must start the forms their end. Anything that a trainee sends you to complete can be found in your 'to-do' section, accessible by pressing the red bell icon at the top right (fig.1)

Fig.1

Roles

Before we add someone to RCPCH ePortfolio as an educational supervisor, they will need to meet these requirements:

- Be on the General Medical Council (GMC) specialist register or have approved recognised trainer status on the GMC List of Registered Medical Practitioners
- Be working in the UK.

The GMC defines an Educational Supervisor as "a trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee's educational progress during a clinical training placement or series of placements." The Educational Supervisor is responsible for the trainee's Educational Agreement.

Educational Supervisors are responsible for overseeing training and ensuring that clinical and educational achievement is documented and that every reasonable effort is made to ensure satisfactory educational progression.

Clinical supervisors for each placement are usually a senior doctor, who is responsible for ensuring that appropriate clinical supervision of the trainee's day-to-day clinical performance occurs at all times, with regular feedback.

- You may have more than one role on the ePortfolio, and can easily switch between these by clicking the small arrow next to your dashboard role title (fig.2)

Fig.2
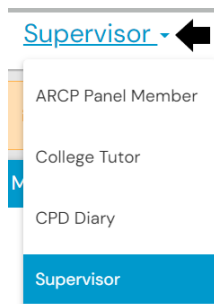
Reports

All necessary supervision forms for your trainees are contained in the event Supervision Report (All Options) or Progress+ Supervision Reports(All options), dependant on which curriculum trainee is on, which offers:

Induction forms

- induction meeting and personal development plan with educational supervisor
- clinical supervisor induction meeting

Supervision report forms

- Mid-point review
- clinical supervisor report
- <u>educational supervisor report</u> - known as "ESTR" this is the important one for **before ARCP** and goes into full detail of the trainee's progression.
- Placement reflection discussion – A less in-depth end of placement form. The ESTR is needed at the end of any post with educational supervision *prior to ARCP*, however with longitudinal supervision the placement reflection discussion can be more appropriate if ARCP is **not** imminent.

Please refer to the infographic below:

Fig 3
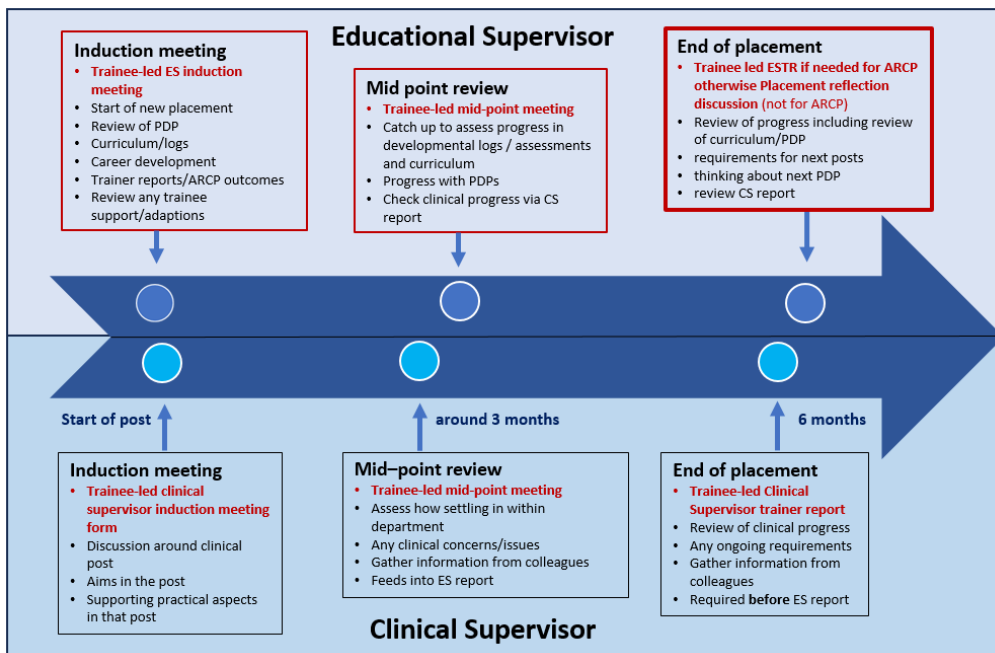
The other forms trainees should start are:

- Workplace based assessments.
- CSAC progression forms for sub-specialty trainees.
- Add supervisor and Core/Specialty level training post – **this is particularly important** as it ensures we have an accurate picture of training grades for trainees and enables you as supervisor to view the trainee account.
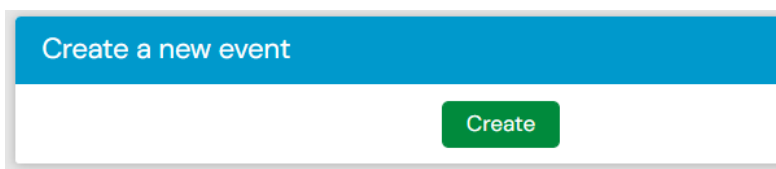
Your trainees will be listed in the dashboard in the 'My Trainees' widget (fig. 4)

Fig. 4
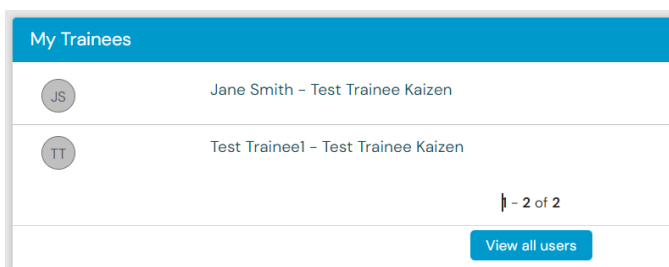
Click the name of the person you are linked to for their details.
Click 'Create' to start a new form, for example an additional supervisor meeting form (fig. 5)

Fig. 5

You can also quickly identify those trainees who may have non-standard ARCP outcomes and need additional support from you.

- If you cannot find a trainee this will indicate that they have not yet added you as a supervisor from their own account. Alternatively, you may have expired as their supervisor and will require an extension by the College.

- If you want to see all the items in a user's timeline, click Timeline in the blue banded area at the top. This will offer short cuts to certain categorised events or forms, or you can select the whole timeline and use the search function.

- When you click on your linked user, you will see from their dashboard how they have progressed with their mandatory elements for their overall level (fig 6). These will automatically populate when completed by the trainee – they cannot tag events to these.

- The overall level requirements widget only presents information that can already be found in a trainee's timeline. If events are not showing the dates of the training post may need adjusting by the trainee or RCPCH or the trainee has not completed that event yet. Please refer to the timeline for a comprehensive list of the trainee's activities.

Fig. 6

Review a user's curriculum and sign off

Trainees only need to be signed off at the end of a level of training to progress on to the next level:
- End of core level, going into specialty level

4

- End of specialty level going for CCT

This is done in the Educational Supervision Trainers report, by reviewing the evidence that is pulled into the form and making the declaration that you are happy for the trainee to progress (fig. 7 and 8).

Fig 7

Fig 8

Curriculum evidence and showcasing

- We have asked trainees to showcase the highlights of their evidence rather than expect supervisors to try and review everything, so you will no longer see numbers populating next to learning outcomes. Instead, you see the dates and title of the events a trainee has tagged to each key capability, as indicated below. You are still able to review the evidence itself by clicking in the preview section.

Domain 1 curriculum evidence – professional values and behaviours

Learning outcome: In addition to the professional values and behaviours required of all doctors (Good Medical Practice), a paediatric trainee must adhere to legal frameworks relating to babies, children, young people and families/carers, including relevant safeguarding legislation related to the four nations.

- Key Capability 1: Demonstrates the professional values, behaviours and attitudes required of doctors (outlined in Good Medical Practice) within the scope of their knowledge, skills and performance (DO1 CLO1 KC1)
- Key Capability 2: Demonstrates compassion, empathy and respect for children, young people and their families (DO1 CLO1 KC2)
- Key Capability 3: Demonstrates self-awareness and insight, recognising their limits of capability and demonstrating commitment to continuing professional development (CPD) (DO1 CLO1 KC3)
- Key Capability 4: Assesses the capacity of children and young people to make informed decisions about their medical care (DO1 CLO1 KC4)
- Key Capability 5: Follows the principles of the law with regard to consent, the right to refuse treatment, confidentiality and the death of a baby, child or young person (DO1 CLO1 KC5)

Evidence linked to Domain 1 Key Capability 1	Date created	Status	Preview
2023 Progress+ CBD – Case Based Discussion	25 Sep, 2023 15:21	Submitted	Click here to review

Evidence linked to Domain 1 Key Capability 2	Date created	Status	Preview
Development log – reflection (Progress+)	25 Sep, 2023 15:22	Complete	Click here to review

Evidence linked to Domain 1 Key Capability 3	Date created	Status	Preview
Development log – reflection (Progress+)	25 Sep, 2023 15:22	Complete	Click here to review
Development log – clinics (Progress+)	25 Sep, 2023 15:23	Complete	Click here to review

- You will see in the trainee section of the supervision report their reflections what they feel best shows the curriculum requirements. Please note your discussion with them and detail effective talking points (fig 9)

Fig. 9

Please review what your trainee has described as showcased evidence above, then comment on your trainee's overall progress against the Generic Paediatrics curriculum ★

Add your comments, feedback, and what the trainee needs to focus on here.
How have they demonstrated the capabilities? What needs extra work?

Describe how your trainee has demonstrated the capabilities required in the curriculum based on the showcased evidence

To review a trainee's PDP, START PDP or other goals please navigate to the trainee's 'GOALS' section (fig. 10). We have recently updated the PDP section on the ePortfolio to allow for a more focused and goal driven targeted approach. You should work with your trainee to develop SMART goals - SMART stands for Specific, Measurable, Achievable, Relevant, and Time-Bound.

Trainees can mark their own PDP as achieved, but Educational Supervisors need to mark curriculum goals and START PDPs off as complete (fig 11).
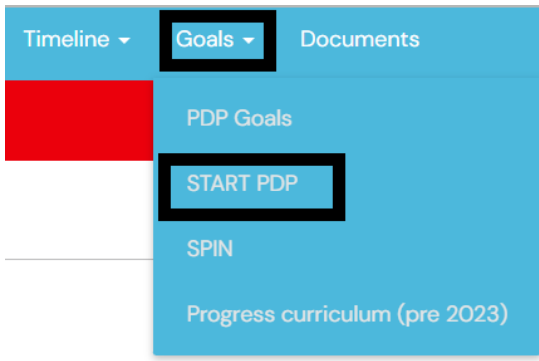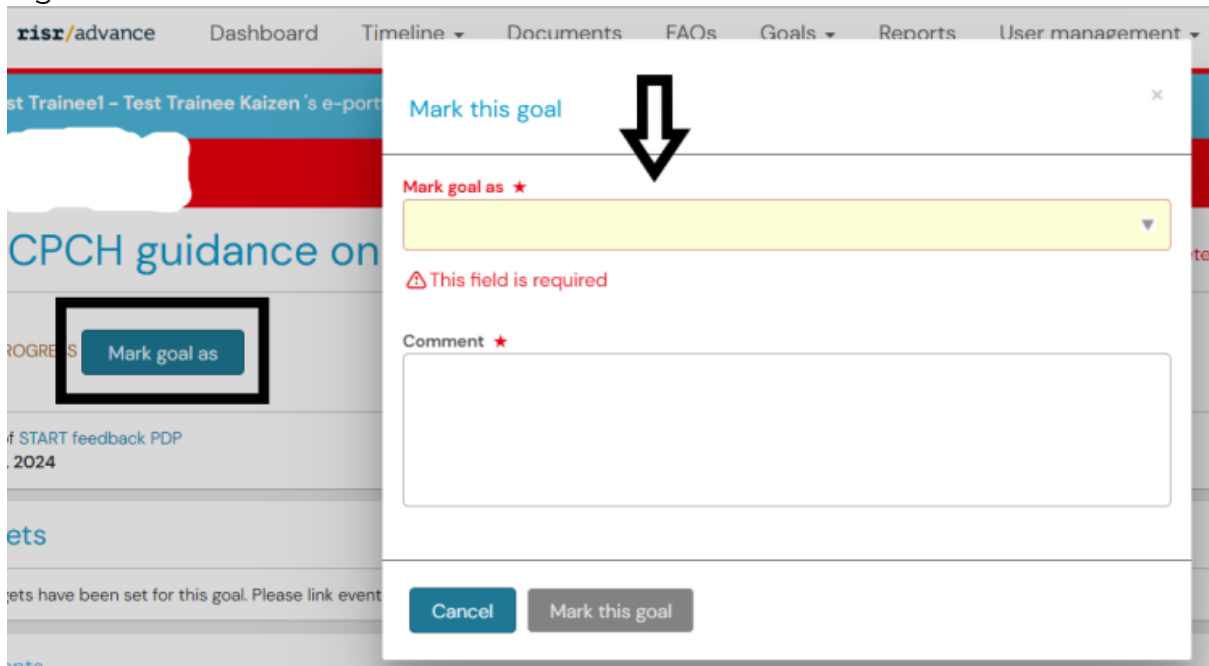
Fig 10

Fig 11

Capability based progression.

The curriculum is capability, not time based. Our VP for Education and Training has authored some guidance regarding this, which can be found **here**.

ECAT and Readiness for tier 2 rota

- The Entrustment with Care Assessment Tool takes the elements found in the ACAT (Acute Care Assessment Tool) but enhances the learning experience to reassure trainees and supervisors alike that trainees possess the capabilities for tier 2 work by using an entrustment decision.
- During the 2023-24 training year the ECAT will be optional. But if not done, supervisors should be looking for other evidence of tier 2 capabilities prior to working independently on the tier 2 rota. It is not designed to be used in a wholly summative way and if an ECAT results in some development needs for the trainee before being 'entrusted,' you should be looking for evidence of remediation and not necessarily another ECAT.

- The readiness for tier 2 rota form is designed to be a user-friendly form that records a discussion or series of discussions involving trainee, clinical supervisor, and educational supervisor. It will record that the trainee has achieved mandatory DOPS (Directly Observed Procedural Skills), resuscitation courses and level 3 safeguarding, and that the supervisors have seen or are aware of evidence that the trainee can manage an uncomplicated admission to the neonatal unit and a paediatric acute take.
- Both forms should only formalise discussions that are already taking place with your trainees.

Further guidance and support

- We offer our Effective Educational Supervision course throughout the year - see upcoming **EES courses**.
- CopMED have compiled some helpful principles for supporting trainees – please view these **here**.
- HEE have also prepared some helpful **guidance documents for trainers**
- As a supervisor, you should encourage trainees to reflect on cases, not just record assessments in their ePortfolio. The ARCP panel will be checking for a breadth of learning from them. AoMRC have produced some **guidance on reflective practice** that you can signpost your trainees to.
- The GMC has a **supervisor handbook** and a document that outlines **standards for medical supervisors**. Do read both to understand your role and responsibilities.
- Support and guidance for international medical graduates (IMGs) can be found at **SoftLanding- For UK Paediatric IMGS (soft-landing.org)**

If you have any further questions, or something on the ePortfolio is not working as it should, please contact training.services@rcpch.ac.uk