


TRUST POLICY FOR THE SUPERVISION OF DOCTORS IN TRAINING

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1. Introduction

The Trust is committed to the delivery of safe care for patients. It is important to ensure that doctors are trained early in their careers to provide safe patient care and are confident and competent in managing ill patients. An important element in achieving this is to provide appropriate supervision from senior staff.

It is necessary to have systems in place to ensure that no doctor in training is required to assume responsibility for, or perform, clinical, operative, or other techniques in which they have insufficient experience and expertise without the appropriate level of supervision. This Policy outlines the University Hospitals of Derby and Burton NHS Foundation Trust's (the Trusts) approach to the supervision of doctors in training which follows national guidance from the General Medical Council (GMC) and National Health Service England (NHSE), previously known as Health Education England, including the 'Gold Guide' (see references).

Educational excellence requires a Trust environment that allows it to flourish. The Trust aims to provide a supportive environment that is conducive to learning. This support requires time that is not directly related to service provision or financial gain. The Trust recognises the need to support doctors in training, including remuneration of senior medical staff for educational activities. It is the Trusts intention that doctors in training have a good experience, with the hope that they will choose to return for substantive roles in the future.

NHSE has overall responsibility for the provision of education for doctors in training, delegated through the Executive Medical Director, the Medical Director for Medical Education (DME) and Royal College, Foundation Programme or Speciality Tutors within the Trust. The quality of training provided at the Trust is assessed by reports of feedback from doctors in training (departmental, School, GMC, and National Education and Training Survey (NETs)) and quality assurance visits from NHSE.

2. Purpose

This Policy applies to any doctor who is employed in a GMC approved training post.

The aim of the Policy is:

- To ensure that doctors in training are allocated a named Educational Supervisor for each placement at the Trust
- To ensure that Educational Supervisors are trained and recognised by the GMC, with regular updates, and are supported by the DME and education team
- To reinforce with doctors in training that they must not undertake procedures for which they are not competent without supervision
- To ensure that doctors in training have ongoing supervision (including meetings as described by their specialty / UK Foundation Programme) throughout the placement.

Doctors in training can only be expected to act outside of their area of competence when faced with a life-threatening situation, provided this is deemed reasonable considering the need for an immediate response.

3. Definitions Used

Educational Supervisor (ES)	A named trainer, selected and trained to be responsible for overall supervision and management of a specified doctor in training’s educational progress during a training placement (or series of placements).
Clinical Supervisor (CS)	A named trainer, selected and trained to be responsible for overseeing a specified doctor in training’s clinical work, including providing feedback during a training placement.
Doctor in Training (DiT)	A doctor in training as part of the two-year Foundation Programme, a ‘standalone’ training post or with an allocated National Training Number in a specialty (core and higher).

4. Roles and responsibilities

4.1 Executive Medical Director

The Executive Medical Director (EMD) is responsible for all medical staff employed by the Trust. For doctors in training, educational responsibility is delegated to the DME and Educational and Clinical Supervisors as appropriate.

4.2 Guardian of Safe Working

The Guardian of Safe Working (GoSW) is responsible for overseeing compliance with the safeguards outlined in the 2016 Terms and Conditions of Service for Doctors and Dentists in training. The GoSW sees all exception reports related to safe working hours and can escalate issues raised if they have not been addressed at departmental level.

4.3 Medical Director for Medical Education (DME)

The Medical Director for Medical Education provides educational leadership and is responsible for the delivery of postgraduate medical and dental education in the Trust. This includes ensuring that supervisors are trained and supported and that doctors in training experience excellence in training. The DME is supported by a team of senior educators including Deputy Directors of Medical Education, Foundation Programme Directors, College / Specialty Tutors, and Educational Supervisors.

The DME will liaise with NHSE and Specialty Schools to ensure that the Trust provides training in accordance with national and regional requirements.

The DME has overall responsibility for the provision of named clinical and educational supervisors (sometimes these roles are combined for an individual doctor in training).

The DME is available to discuss and act on any concerns raised by a supervisor or doctor in training and has the full support of the Trust in dealing with trainees in difficulty, in conjunction with NHSE, Foundation or Postgraduate Specialty Schools.

The DME will champion continuous quality improvement in the provision of postgraduate medical education and training within the Trust, including responsiveness to feedback and external quality visits.

Divisional Medical Directors / Clinical Directors / Associate Clinical Directors

Divisional Medical Directors / Clinical Directors / Associate Clinical Directors will ensure the Medical Education Department have current descriptions (and / or work schedules) of the clinical work encountered during the placements in the department. In addition, they will:

- Ensure that doctors in training are allocated time to attend training and teaching sessions
- Respond promptly to concerns raised in quality reviews, developing action plans to address deficiencies in training in conjunction with College / Specialty tutors
- Retain responsibility for the conduct of doctors in training within their department.

Foundation Programme Director

The Foundation Programme Director provides educational leadership for doctors in the Foundation Programme. With the support of the Postgraduate Medical Education Team, they will ensure that all Foundation Programme doctors are allocated trained ES and CS for each year of the programme. In addition, they will:

- Support the ES, CS and those undertaking clinical supervision in their role particularly when there is a doctor in training who requires additional support
- Escalate concerns about doctors in difficulty to the Clinical Director, DME and Training Programme Directors or Head of School where necessary
- Ensure the quality of the education and training delivered within the programme meets local, regional, and national standards.

College / Speciality Tutor

Each department with doctors in training should have a Specialty or College Tutor who is directly responsible to both the DME and the relevant specialty school.

The College / Specialty Tutor will:

- Ensure that each doctor in training is allocated a named ES, CS, or both, who is recognised by the GMC for their role, (see Section 5) as needed prior to the beginning of each placement. In some specialities, allocation of supervisors may be completed by Training Programme Directors
- Ensure that the educational, pastoral and career planning needs of all doctors in training in the department (on all programmes) are addressed. This may include ‘signposting’ the trainee to support within NHSE or the Trust
- Maintain an environment within the department conducive to training and ensure that the multi-professional team understand their role in providing clinical supervision to the trainee
- Support the ES, CS and those undertaking clinical supervision (for example in ward / assessment units) in their role particularly when there is a doctor who requires additional support
- Escalate concerns about doctors in difficulty to the Clinical Director, DME and Training Programme Directors or Head of School where necessary
- Ensure the quality of the education and training delivered within the department meets local, regional, and national standards
- Support the delivery of departmental education programmes
- Support the educational environment for Locally Employed Doctors and Specialty and Associate Specialist (SAS) doctors.

Educational Supervisor (ES)

The ES is responsible for planning and guiding doctors in training to optimise their educational opportunities, and for signing off their progress at the end of placements. This is achieved through regular planned meetings and will be guided by the needs of the trainee relevant to their Foundation or specialty curriculum. Educational meetings may be held virtually, although face to face meetings is recommended where practical.

The ES should meet with the doctor in training (or exceptionally a delegated person) within two weeks of starting their placement. During that meeting, the doctor’s personal objectives should be discussed, including any necessary competences that require clinical supervision or are curriculum requirements. There should be agreement about how these objectives can be achieved and measured along with the support the doctor in training is likely to need.

In addition, the ES should agree a personalised Work Schedule that is specific to the individual doctor's learning needs and the opportunities in the placement within the first four weeks of the trainee commencing in post. The ES will monitor the doctor's work schedule, responding to Exception Reports as necessary within the time frame specified by the New 2016 Junior Doctor's Contract. This may require discussion with the CS if the doctor in training is in a different department.

The ES will meet regularly with the doctor in training, depending on individual needs, but at a minimum of the beginning (within four weeks of the commencement of post), middle and end of placement to review the doctor's progress against their objectives and the curriculum by reviewing the learning portfolio.

The ES will offer support to the doctor in training in difficulty. They are responsible for notifying the Foundation Programme Director / College Tutor, DME and Specialty Training Programme Director if a doctor in training gives them cause for concern.

The ES will produce, with the doctor in training, an appropriate report of their educational and professional progress at the end of the placement, in preparation for Annual Review of Competence Progression (ARCP).

The ES will offer career advice and support as required by the doctor in training, signposting them for further support by NHSE as needed.

The ES will have protected time within their job plans to deliver educational supervision as per GMC and NHSE guidance (see Medical and Dental Consultant and SAS Doctor Job Planning -Trust Policy and Procedure).

The ES will ensure they include their educational role in the scope of practice for their annual appraisal, recording educational activities to meet the GMC criteria for trainer recognition (section 5).

The ES will update the postgraduate team with supporting information of their education as a trainer.

Clinical Supervisor (CS)

The aim of the CS is to ensure that the doctor in training is safe to carry out the clinical work expected of them within the department. For some placements, the CS and the ES will be the same person and it is important that he / she understands the different roles.

The CS is responsible for:

- Monitoring, supporting, and assessing the doctor in training's clinical and professional work, including undertaking Work Base Placed Assessments / Supervised Learning Events

- Supervising clinical activity appropriate to the competence and experience of the individual doctor
- Delegating aspects of clinical supervision to colleagues with appropriate training and experience where appropriate
- Remaining responsible and accountable, for the actions of the doctor in training and care of the patient
- Contributing to the Supervisor's report on the progress of the doctor in training
- Ensuring that the ES – where different – is aware of any difficulties the doctor in training is experiencing.

The CS will ensure they include their educational role in the scope of practice for their annual appraisal, recording educational activities to meet the GMC criteria for trainer recognition (section 5).

The CS will update the postgraduate team with supporting information of their education as a trainer.

Additional clinical supervision

Clinicians (medical and non-medical) additionally provide training and educational support for doctors in training on the wards, assessments units, emergency departments, outpatient clinics, in an operative list and out of hours. This relationship may vary from a brief encounter to overseeing a week of ward work or regular contact throughout the placement.

All trainers should be prepared for their role and understand teaching and assessment methods and giving constructive feedback. Trainers should maintain supporting evidence for their appraisal.

Doctor in training

The doctor in training is responsible for:

- Understanding their responsibility for the safety of those patients in their care. A doctor will not perform any aspect of patient care for which he / she is not competent. It is the responsibility of the doctor in training to recognise their own limitations and not act beyond these
- Attendance at Induction (Trust, departmental and regional where available) and compliance with mandatory training as required by the Trust

- Making themselves aware of Trust guidelines and policies and following these appropriately
- Arranging regular supervisor meetings with the ES, including arranging a meeting within four weeks of commencing in post to discuss and personalise their Work Schedule
- Maintaining a portfolio of training progress including supervision meetings, completing a Personal Development plan, work-based assessments / supervised learning events as required by their Foundation Programme / Specialty. This portfolio will be used by the Foundation / Specialty School at the end of each training year in preparation for the Annual Review of Competence Progression (ARCP)
- Raising any concerns regarding their educational supervision with the Specialty / College Tutor, Foundation Programme Directors or DME.

Placement Supervision Groups for Foundation Programme doctors

The Placement Supervision Group consists of trainers nominated in each placement by the named CS. Their observations and feedback will inform the CS's end of placement report.

The composition of the Placement Supervision Group will vary depending on the placement, but could include Doctors more senior than F2, including at least one consultant or GP principal Senior nurses (band 5 or above) Allied Health Professionals.

The Placement Supervision Group is responsible for: observing the Foundation doctor's performance in the workplace; providing feedback on practice to the Foundation doctor; providing structured feedback to the named clinical supervisor; undertaking and facilitating supervised learning events (SLEs).

A departmental Faculty group may be used to gather feedback, based on observation, of doctors in other training programmes. This may be overseen by the College or specialty tutor and is especially valuable in departments with large numbers of doctors in training.

5. Trainer recognition

All Supervisors must be fully accredited by the GMC to undertake the role. The Trust will provide access to the necessary training and continue to provide regular updates, including at the Educational Supervisor Forum. The Postgraduate team maintain a database of trainers on behalf of the Trust and forward information for trainer recognition to the GMC via NHSE.

The GMC criteria for trainer recognition are derived from the 2014 Academy of Medical Educators Professional Standards for Educators. It is mandatory that all Supervisors maintain recognition with the GMC. The 7 standards are:

1. Ensuring safe and effective patient care through training
2. Establishing an effective environment for learning
3. Teaching and facilitating learning
4. Enhancing learning through assessment
5. Supporting and monitoring educational progress
6. Guiding personal and professional development
7. Own continuing professional development as an educator.

Supervisors and educators are required to maintain a record of their educational activities mapped to the GMC criteria. CS's should achieve standards 1- 4 and 7. ES's, Tutors, Programme Directors, Deputy DMEs and the DME should complete areas 1-7.

The DME and Medical Education Department are required to inform the GMC of doctors recognised as supervisors within the Trust. The ES is expected to maintain records of their personal development as an ES and the Medical Education Department may ask for supporting information to update the GMC.

If the College / Specialty Tutors or Foundation Programme Directors are concerned about the performance of an ES, further training should be offered. However, if there is no improvement, the DME may be required to remove trainer recognition.

All educators must include the role in their scope of practice for appraisal, completing CPD activities that map to the criteria at least once in every 5-year revalidation cycle.

Senior educators (for example College / Speciality Tutors, SAS, Simulation Tutors, Foundation Programme Directors, and Deputy DMEs) will be offered an educational appraisal with the DME or nominated deputy.

6. Doctors in Training experiencing difficulties

If concerns are raised regarding a doctor in training by the doctor themselves, colleagues or patients, the issue should initially be raised with the doctor's ES. It may need to be discussed with the College / Specialty Tutor and if appropriate escalated to the DME, Training Programme Director and / or EMD.

The ES or DME will determine the nature and extent of the problem and the most appropriate action depending on the nature of the concern. This will be done according to the Trust Policy on 'Dealing with Concerns Relating to Medical and Dental Practitioners' if the concerns are not purely an educational issue.

All involved should be mindful of the need for confidentiality, but also ensure that concerns are shared appropriately. It is strongly recommended that conversations about doctors in difficulty are documented for future reference.

Support is available from Occupational Health and the Professional Support and Wellbeing Units in NHSE. Doctors in training can self-refer or the ES / CD / TPD can refer.

The Postgraduate Dean is the Responsible Officer for doctors in training and the DME should discuss any serious concerns (including potential suspension from duties) with the Dean.

7. Quality Assurance and monitoring effectiveness

The College / Specialty Tutors, Foundation Programme Directors, deputy DMEs, DME and education team will review feedback from doctors in training (including departmental / end of placement, NETs, and GMC surveys). This will ensure good practice is identified and shared, but also areas for improvement are recognised.

Themes noted from Exception Reports regarding training and educational supervision will be identified. They are discussed at the Junior Doctor's Forum to ensure that doctors in training are given the opportunity to suggest improvements. They will be reported to the Trust Board on a regular basis.

Educational Supervision is one of the themes discussed at the Medical Training Group (QHB), Postgraduate Medical Education Group (RDH) and the Medical Education Group.

There will be external quality assurance visits from NHSE, Colleges or the GMC and members of the education team will ensure that the necessary information and feedback from doctors in training and educators is made available if required. Action plans will be developed for any areas identified as requiring improvement and these will be monitored by the Medical Education Group

8. References

GMC	Good Medical Practice	Published 2013, updated 2019
GMC	Promoting Excellence: Standards for Medical Education & Training	2015
GMC	Excellence by Design (Standards for Postgraduate Medical Curricula)	2017
GMC	Recognition and approval of trainers: https://www.gmc-uk.org/education/how-we-quality-assure/medical-schools/recognition-and-approval-of-trainers	Based on Academy of Medical Educators Professional Standards for Medical, dental Educators 2014
The 'Gold' Guide	A reference guide to Postgraduate Foundation and Specialty Training in the UK 9 th edition	2022
Academy of Royal Colleges	Various publications relating to assessment of competence	