**Scottish GP**

**Educational Supervisor Meeting**

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| Name of Educational Supervisor | Click here to enter text. | | |
| Name & Address of Training Practice | Click here to enter text. | | |
| Date of Meeting/Visit | Click here to enter a date. | | |
| Type of Visit |  |  |  |
| Reason for visit |  |  |  |
| Date of Regional Quality Management Group meeting | Click here to enter a date. | | |
| Visiting/Interview Team | Click here to enter text. | | |

**Meeting with GP Educational Supervisor**

**Feedback relating to the seven GMC Educational Supervisor (ES) Competency areas:**

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| 1. **Ensuring safe and effective patient care through training**   *This section is about how the ES protect patients and enhance their care through the supervision of trainees; balancing the needs of your patients and the service with the educational needs of trainees. [GMC Requirements: R1.7, R1.8, R1.10, R1.13]* |
| ***Questions & Comments:***   * *Discuss the educational induction to the practice and how it is appropriate and addresses trainees’ needs?* * *What are the arrangements for supervision of trainees during consulting (including telephone and triage), home visits, on call/duty doctor, for prescribing and referrals?* * *How does the practice adapt their supervision arrangements to reflect trainee needs and development through the post?* |
| **Summary:** |

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| 1. **Establishing and maintaining an environment for learning**   *This section is about how the ES provide a safe clinical environment that is conducive to effective learning for trainees and others. [GMC Requirements: R1.5, R1.7, R1.8, R1.12, R1.13, R1.15, R1.16, R1.17, R1.18, R2.19, R1.21 R3.4, R3.10, R3.11, R3.12, R3.13, R4.2, R4.5, R4.6]* |
| ***Questions & Comments:***   * *Has the practice made any adjustments to accommodate trainees with special requirements (for example trainees needing to work flexibly, or those who have a disability, special religious or traditional requirements etc.)?* * *Discuss trainee weekly timetable.* * *Discuss opportunities for formal and informal teaching including frequency of tutorials, relevance of topics, involvement of the wider team in teaching* * *Do tutorials take place when ES is absent?* * *How does the practice respond to trainees’ requests to attend external training courses?* * *How does the practice respond to trainee’s requests for study leave?* * *Discuss the value of different perspectives feeding into training. Also discuss opportunities for exposure to doctors with special interests both within practice and local practices.* * *Discuss the involvement of the multidisciplinary team in teaching in the practice* * *How does ES facilitate feedback from trainee and what evidence was available to show that the practice responds to concerns raised by trainee?* |
| **Summary:** |
| 1. **Teaching and facilitating learning**   *This section is about how the ES work with trainees to facilitate their learning. [GMC Requirements: R3.1, R3.5, R3.7]* |
| ***Questions & Comments:***   * *Planning of tutorials. How are these based on trainee’s needs?* * *Discussion of teaching style and methods.* * *What evidence was available in relation to support given by ES in the development of trainee self-directed learning, self-awareness and critical reflection e.g. involvement in SEA, Audit, Trigger tools etc.* * *What arrangements are in place to ensure trainees (ST1 and ST3) gain necessary OOH experience?* * *How is the trainee’s OOH experience discussed/ reviewed?* |
| **Summary:** |

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| 1. **Enhancing learning through assessment**   *This section is about how the ES facilitate assessment and provide feedback. [GMC Requirements:**R1.4,**R1.5, R1.9, R1.18, R1.21, R3.1, R3.2, R3.5, R3.7, R3.13, R3.15]* |
| ***Questions & Comments:***   * *What evidence is there of regular informal and formal feedback to trainees?* * *Educational Supervisor may wish to show extracts from e-portfolio.*   *Discuss the use of WPBA and calibration. It is the expectation that the ES will participate in annual WPBA calibration and as best practice this should be external to the practice.*   * *What evidence did you find in relation to the use of the e-portfolio by ES? Is ES engaged with eportfolio and competent in WPBA?* * *Discuss preparation for external exams (CSA and AKT).* |
| **Summary:** |
| 1. **Supporting and monitoring educational progress**   *This section is about how the ES support trainees in their progression towards a CCT and career destination. [GMC Requirements: R3.1, R3.7, R3.7, R3.14, R3.15]* |
| ***Questions & Comments:***   * *Discuss educational objectives and adaptation based on trainee need.* * *Discuss arrangements for supervision of trainee when ES absent.* * *What plans does the ES have in place for trainees whose conduct, health performance or progress may give rise to concern?* * *Discuss* [*NES policy for managing Doctors in Difficulty*](http://www.nes.scot.nhs.uk/education-and-training/by-discipline/medicine/help-and-support/doctors-in-difficulty/information-for-trainers.aspx) |
| **Summary:** |

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| 1. **Guiding personal and professional development**   *This section is about how the ES support trainees in their personal and professional development. [GMC Requirements:**R4.4, R4.5, R4.6]* |
| ***Questions & Comments:***   * *Discuss position as role model and support of trainee in preparation for independent practice.* * *Discuss how the ES maintains appropriate boundaries.* * *Discuss referral to other agencies* |
| **Summary** |

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| 1. **Continuing professional development as an educator**   *This section is about the ES personal, professional development as a medical educator. [GMC Requirements:**R4.2, R4.3, R4.5, R4.6]* |
| ***Questions & Comments:***   * *Discuss PDP submitted. (Educational Supervisor may wish to discuss learning log if more appropriate)* * *How is the ES reflecting on their own practice?*   *Has peer review of a teaching episode taken place? What reflections has the ES made on this peer review? ES’s are required to undergo and have reflected on peer review every 3 years.*   * *If a recording of a teaching episode is available– discussion of teaching style to demonstrate that the ES is able to evaluate their teaching and discuss this with their peers.* * *Discuss ES attendance at educational events / trainers workshops.* * *Discuss support for ESs from practice and specifically, protected time for training administration.* |
| **Summary:** |

**Highlights:**

**Areas for Development:**

**Recommendations and follow up actions:**

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| **Report completed by:** |
| **GMC Registration Number:** |
| **Signature:** |
| **Report date:** |