

# SUPERVISOR RESPONSIBILITIES

## FOCUS ON TRAINEES AS INDIVIDUALS



Foster a supportive environment with the trainee, and value them as a team member. Practice civility and respect for trainees and wider healthcare colleagues to build relational trust. Promote and practise NHS Lothian's values.

## BE ACCESSIBLE



Actively engage and facilitate regular meetings with trainees.

## FOSTER EDUCATIONAL PROGRESS



Ensure trainees are aware of their responsibilities and support them in recognising their training needs, planning their learning objectives, and developing an action plan to achieve these.

## MAINTAIN YOUR PROFESSIONAL DEVELOPMENT



Keep a working knowledge of the trainees' curriculum and assessment criteria, including the Annual Review of Competency Progression (ARCP) process.

## HIGHLIGHT CONCERNS



Communicate concerns about a trainee's educational/clinical progress, well-being, professional behaviour, training or work environment in a timely, specific and transparent manner. Support them in raising their own concerns.



## Focus on trainees as individuals

- Facilitate time & space to focus on and support trainees, establishing a supportive relationship, that includes their wellbeing
- Work with trainees to explore, develop & pursue their individual professional & career goals
- Practice civility & respect for trainees and wider healthcare colleagues
- Be inclusive of trainees within the team, promoting trust & collaboration

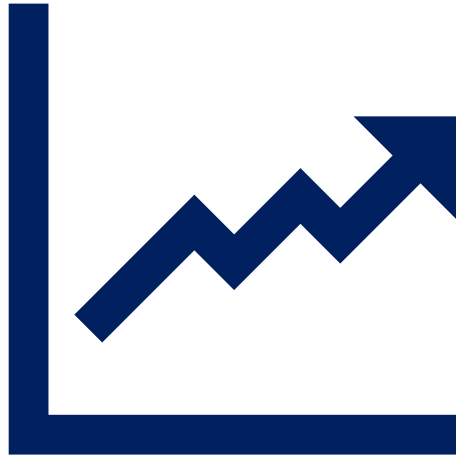


## Be accessible

- Ensure the trainee is able to and clear on how to contact you to discuss concerns or ideas
- Demonstrate clear, fair and honest two-way communication and feedback
- Ensure an initial meeting during the first 2-3 weeks of the trainee's post
- Conduct regular educational appraisal – at the beginning, mid-point and 4 weeks prior to ARCP
- Maintain a dialogue with those involved in the supervision of the trainee, including wider MDT members



[Home](#)



## Foster educational progress

- Sign-post opportunities for the trainee to enhance their career development and both specialty and generic competences i.e. leadership, education, quality improvement
- Support the trainee in understanding their curriculum requirements, and maintaining their portfolio record
- Provide specific advice for opportunities for trainees to address areas of difficulty
- Review evidence of progression provided by the trainee and provide regular, specific, constructive and fair feedback and update the PDP if appropriate
- Actively provide required summative supervisor reports in a timely manner and promptly respond to trainee requests for relevant portfolio sign-offs/assessments
- Ensure the educational agreement has been mutually agreed and jointly signed with the trainee



[Home](#)

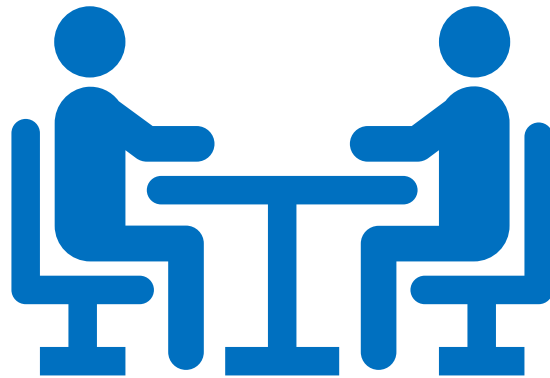


## Maintain your professional development as a supervisor

- Demonstrate current evidence of training for the role, including actively role modelling and progressing the Equality, Diversity, and Inclusivity agenda
- Seek annual formal feedback from supervisees regarding your performance as an educational supervisor and incorporate this into your professional development plan (PDP)
- Ensure evidence of maintaining this professional development is documented on SOAR



[Home](#)



## Highlight concerns

- Mutually agree and document a measurable action plan with the trainee to address deficiencies
- If escalating concerns ensure transparent and clear communication is maintained.
- Maintain an awareness of how to support, escalate concerns or obtain extra support for a doctor in training in difficulty
- Highlight concerns over the ability of the workplace environment to provide adequate opportunity for the supervisee to meet their training requirements
- Highlight concerns with the quality assurance process for training and education
- Highlight to the Recognition of Trainer team if they are unable to meet the expectations of them as an educational supervisor due to job planning, training requirement or other resources constraint



[Home](#)