

## The Bradford Educational Supervisor's Checklist

- The underlined headings below tell you what to click on the e-portfolio's navigation menu.
- Guidance notes for each section on [www.bradfordvts.co.uk](http://www.bradfordvts.co.uk) (Click 'Ed Sup/ARCP').

<b>1. Review Previous Reports</b>	Click <u>Review Preparation</u> - review ESR plan from the last post – has good progress been made & what needs to be carried over? Click <u>Progress to Cert</u> : to review last ARCP.				
<b>2. Summary – declarations</b>	Click <u>Summary</u> : to ensure all declarations are signed (for things like probity, educational contract etc). Have you countersigned the Ed contract?				
<b>3. Learning Log – log entries</b>	1. Adequate numbers? [1-3 per week]		4. Adequate depth? (i.e. reflection)		
	2. Spread over time? (not added last minute)		5. Check validity of linkage to curriculum		
	3. Adequate breadth? (range/types of entries)		6. Is Clinical Supervisor linking to competencies?		
<b>4. Learning Log – NOE/QIA</b>	SEAs (1 per 6m)	Case Study/Presentation (1 per 6m)		Reflection on key learning point (for each post)	
	Audit/Reflection on QOF/Project/other QIA stuff (only 1 in entire training scheme, pref in 1 <sup>st</sup> GP post)				
<b>5. Learning Log – OOH</b>	1. Numbers – 6 sessions per 6m in GP		4. Depth – reflects & analyses – links to OOH competencies		
	2. Breadth – in terms of cases seen		5. Significant learning points?		
	3. Types of session – eg phone, visit		6. Validity of the linkage		
<b>6. PDP &amp; Educational Courses</b>	<ul style="list-style-type: none"> <li>• New items being added and old ones actioned? (zero PDPs are unacceptable)</li> <li>• 3 PDPs should be generated from previous ESR, and at least one new one by the trainee</li> <li>• Are PDPs being written in SMART outcomes? Educational courses to consider.</li> </ul>				
<b>7. Evidence – CBDs, COTs, CEXs and DOPs (SKILLS LOG)</b>	Min requirements per 6m	<b>Mini-CEX or COT</b>	<b>CBD</b>	<b>DOPs</b>	Check for:
	ST1	3	3	As appropriate	• Adequate numbers
	ST2	3	3	As appropriate	• A range of contexts
	ST3	6	6	All mandatory	• Appropriate challenge
<ul style="list-style-type: none"> <li>• Look at CBD/COT/CEX mapping sheets</li> <li>• Make sure DOPs not being done by peers!</li> </ul>					
ST3 - Need to obtain all mandatory DOPs <b>supervised</b> and signed off by Final Review					
<b>8. Evidence – CSR + Educator Notes</b>	What themes emerge in terms of R, D, M and p? Look at the 'Educator Notes' – any similar or additional themes?				
<b>9. Evidence – MSFs and PSQs</b>	MSF& PSQ - What themes emerge from the comments? This webpage tells you what needs to be done at what ST stage: <a href="http://www.bradfordvts.co.uk/which-wpba-which-stage">www.bradfordvts.co.uk/which-wpba-which-stage</a>				
<b>10. Curriculum Coverage</b>	Reasonable coverage? By the end of training, double figures for area frequently encountered in GP and less for those that are not. Validity of the linkage - click on some statement headings and sample some of the log entries. Look at the weaker areas – can these be achieved in the remainder of their scheme?				
<b>11. Competency Areas – Self &amp; ES ratings</b>	Trainee's rating scale – have they provided good evidence to justify their rating? Your ratings– e.g. '6 out of the last 9 CBDs marked as competent, further substantiated by...'. To look for the evidence: <a href="http://www.bradfordvts.co.uk/educational-supervision/evidence-rating-scales">www.bradfordvts.co.uk/educational-supervision/evidence-rating-scales</a> For a database of action points: <a href="http://tinyurl.com/actionpts">http://tinyurl.com/actionpts</a>				
<b>12. Progress to certification</b>	<p><b>OPEN THE ES WORKBOOK</b> (under Log Entries): Check Non-Annual Non-Study Leave &amp; HDR attendance. If leave &gt;2w in any year, inform TPD asap.</p> <p><b>OPEN FORM R</b>: Essential for ESR preceding ARCP panel → check for <b>SUIs</b> and <b>complaints</b>.</p> <p><b>FOR ST3s FINISHING</b> check</p> <ul style="list-style-type: none"> <li>(i) <b>AKT/CSA</b> achieved, (ii) <b>CPR/AED</b> cert in place (&amp; not out of date),</li> <li>(ii) <b>Child Protection</b> training (level 3) &amp; <b>Adult Protection</b> training (level not specified),</li> <li>(iv) <b>all Professional Competencies</b> marked competent,</li> <li>(v) <b>WPBA numbers</b> for whole training period meets requirements (check each ST year again),</li> <li>(vi) Log Entry on the 5 OOH competencies.</li> </ul>				
<b>13. Person &amp; Post</b>	How is the trainee (at home & work). Adequate <b>clinical experience</b> & <b>educational experience</b> ?				
<b>14. Agreed Plan</b>	<ul style="list-style-type: none"> <li>a) Which bits of the <b>curriculum</b> they need to concentrate on in next post</li> <li>b) Educational <b>courses</b> to consider</li> <li>c) <b>Evidence</b> – how they can improve on the quality</li> <li>d) Anything in the '<b>Person &amp; Post</b>' section that needs resolving.</li> <li>e) <b>Must contain 3 items which can be easily translated into PDP items by the trainee.</b></li> </ul>				
<b>15. A Note on OOP</b>	Those trainees 'Out of Programme' (e.g. maternity, sick or abroad), still need an ES review. If there is substantial evidence in that review period, it needs commenting on.				