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”).

### 1. Review Previous Reports

Click Review Preparation - review ESR plan from the last post – has good progress been made & what needs to be carried over? Click Progress to Cert: to review last ARCP.

### 2. Summary – declarations

Click Summary: to ensure all declarations are signed (for things like probity, educational contract etc). Have you countersigned the Ed contract?

### 3. Learning Log – log entries

1. Adequate numbers? [1-3 per week]
2. Spread over time? (not added last minute)
3. Adequate breadth? (range/types of entries)
4. Adequate depth? (i.e. reflection)
5. Check validity of linkage to curriculum
6. Is Clinical Supervisor linking to competencies?

### 4. Learning Log – NOE/QIA

<table>
<thead>
<tr>
<th>SEAs</th>
<th>Case Study/Presentation</th>
<th>Reflection on key learning point</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 per 6m)</td>
<td>(1 per 6m)</td>
<td>(for each post)</td>
</tr>
</tbody>
</table>

[http://tinyurl.com/qia-noe](http://tinyurl.com/qia-noe) Audit/Reflection on QOF/Project/other QIA stuff (only 1 in entire training scheme, pref in 1st GP post)

### 5. Learning Log – OOH

1. Numbers – 6 sessions per 6m in GP
2. Breadth – in terms of cases seen
3. Types of session – eg phone, visit
4. Depth – reflects & analyses – links to OOH competencies
5. Significant learning points?
6. Validity of the linkage

### 6. PDP & Educational Courses

- New items being added and old ones actioned? (zero PDPs are unacceptable)
- 3 PDPs should be generated from previous ESR, and at least one new one by the trainee
- Are PDPs being written in SMART outcomes? Educational courses to consider.

### 7. Evidence – CBDS, COTs, CEXs and DOPs (SKILLS LOG)

<table>
<thead>
<tr>
<th>Min requirements per 6m</th>
<th>Mini-CEX or COT</th>
<th>CBD</th>
<th>DOPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST1</td>
<td>3</td>
<td>3</td>
<td>As appropriate</td>
</tr>
<tr>
<td>ST2</td>
<td>3</td>
<td>3</td>
<td>As appropriate</td>
</tr>
<tr>
<td>ST3</td>
<td>6</td>
<td>6</td>
<td>All mandatory</td>
</tr>
</tbody>
</table>

ST3 - Need to obtain all mandatory DOPs supervised and signed off by Final Review

### 8. Evidence – CSR + Educational Notes

What themes emerge in terms of R, D, M and p?
Look at the ‘Educator Notes’ – any similar or additional themes?

### 9. Evidence – MSFs and PSQs

MSF & PSQ - What themes emerge from the comments? This webpage tells you what needs to be done at what ST stage: [www.bradfordvts.co.uk/which-wpba-which-stage](http://www.bradfordvts.co.uk/which-wpba-which-stage)

### 10. Curriculum Coverage

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?

### 11. Competency Areas – Self & ES ratings

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: [www.bradfordvts.co.uk/educational-supervision/evidence-rating-scales](http://www.bradfordvts.co.uk/educational-supervision/evidence-rating-scales)
For a database of action points: [http://tinyurl.com/actionpts](http://tinyurl.com/actionpts)

### 12. Progress to certification

**OPEN THE ES WORKBOOK (under Log Entries):** Check Non-Annual Non-Study Leave & HDR attendance. If leave >2w in any year, inform TPD asap.

**OPEN FORM R:** Essential for ESR preceding ARCP panel → check for SUIs and complaints.

**FOR ST3s FINISHING check**
- (i) AKT/CSA achieved, (ii) CPR/AED cert in place (B not out of date),
- (iii) Child Protection training (level 3) & Adult Protection training (level not specified),
- (iv) all Professional Competencies marked competent,
- (v) WPBA numbers for whole training period meets requirements (check each ST year again),
- (vi) Log Entry on the 5 OOH competencies.

### 13. Person & Post

How is the trainee (at home & work). Adequate clinical experience & educational experience?

### 14. Agreed Plan

a) Which bits of the curriculum they need to concentrate on in next post
b) Educational courses to consider
c) Evidence – how they can improve on the quality
d) Anything in the ‘Person & Post’ section that needs resolving.
e) Must contain 3 items which can be easily translated into PDP items by the trainee.

### 15. A Note on OOP

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.

Dr. Ramesh Mehay, Programme Director (Bradford VTS), 2010, updated Oct 2015