Educational Supervisors (ES) Framework

NHS England Workforce Training and Education – Pharmacy London and South East

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Purpose of Framework

When we talk about NHS England Workforce Training & Education (WT&E) Pharmacy Team in this document we will say "we". We were previously known as Health Education England (HEE) so there will be some parts of the document where we refer to "HEE".

For consistency of terminology across other specialities where training posts are also commissioned by us, GPhC designated supervisors (DS) are referred to as educational supervisors (ES) and it is likely that these terms will be used interchangeably throughout the training periods.

An Educational supervisor in pharmacy is someone who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee's educational progress during a period of training placement or series of placements. The educational supervisor is responsible for the trainee's Educational Agreement. This will include formal assessment and sign off. The educational supervisor should have an understanding of the range of learning tools, assessment and support opportunities for learning in the workplace, work collaboratively with colleagues to monitor and support learner's progression and foster learner autonomy. They should also be able to identify and support trainees in difficulty, including interfacing with employment performance management procedures.

An Educational supervisor role involves overall supervision and management of a specified trainee's educational progress during a programme (or series of periods of training), as opposed to a single period of training.

Examples of educational supervisor roles can include:

- Pre-Registration Tutor
- NVQ Assessor (internal not external)
- Accuracy Checking Pharmacy Technician Educational Supervisor
- Medicines Optimisation Programme Educational Supervisor
- Post-Reg/Newly Qualified Pharmacist Educational Supervisor/Tutor

Although practitioners can progress along the continuum from Practice Supervisor (PS) to Educational Supervisor (ES) to Educational Programme Director (EPD), this should be regulated by both their personal development aspirations and the needs of their organisation. Normally a person wishing to become an ES will have previously been a PS. It is possible for practitioners to maintain one role while developing the next (e.g. an ES for one trainee may also maintain a PS role for all trainees rotating through their clinical area) but equally possible to become an ES only to relinquish PS responsibilities (e.g. a medical directorate pharmacist who takes on and is not responsible for the clinical training component/practice supervision of individual trainees).

Some practitioners may take on an educational supervisor role but wish to develop their skills above the minimum required. This framework will cater for this.

How to use the Framework

Mapping to the framework

This can be used as a standalone tool for educational supervisors to identify the competencies relevant to their role, and to demonstrate competence against criteria by mapping their experience to them and identifying learning needs for their role as an Educational Supervisor (ES).

The Educational Supervisor Framework

The Educational Supervisor Framework has been split into 6 clusters:

1. Professional Practice
2. Learning Relationships
3. Planning, Teaching and Facilitating Learning
4. Assessment and Monitoring of Learning
5. Managing Learning Programmes
6. Professional Development

Clusters 1-6 have competencies which **MUST** be met by ALL ESs irrespective of their allocated trainees training programme. It is recognised that ESs new to their clinical/speciality role may not meet the criteria noted within cluster 1 initially; therefore, they can be working towards the criteria within this cluster and demonstrate role modelling as part of their development.

The ES may be required to provide evidence to confirm that they have met the criteria within the clusters. This can be completed in a form of a small portfolio (documentation templates available from page 19).

Completion of an Educational Supervisors Programme

There is a piece of national work taking place, which is aligned to the national reform of initial education and training, looking at the supervision offering nationally. We will update this document when we have more information.

Connections with other frameworks and qualifications

The Educational Supervisor Framework clusters map to the standards and guidance for education and training developed by the healthcare regulators.

A wide range of various frameworks used in pharmacy were consulted and distilled into the final framework. There are strong links with the Advanced Competency Level Framework (ACLF) which are evident throughout all competency sections and will assist pharmacy supervisors to map to this framework.

Educational Supervisor Portfolio: Documentation

Guidance on completing your portfolio

Building a portfolio will help you highlight and evidence your professional skills as an educational supervisor, where applicable. It will also assist you in highlighting additional learning needs in order for you to expand your skills and knowledge relevant to your role.

The documentation for the portfolio has been kept brief as possible and is aimed at supporting developmental discussions about your role and professional development.

Complete the mandatory assessment grid for the framework from pages 6 – 18.

Mandatory:

- Complete assessment grid for the framework

    o This will highlight any learning/training needs which can be discussed with your Educational Programme Director/Manager.

    o Declaration of completion

Once you have completed the assessment grid, you can continue to build your portfolio by completing the documents from pages 19 – 26.

 Optional:

- Document any training which you have undertaken that is relevant to your role

- Record any Equality, Diversity and Inclusion training undertaken

- Provide relevant pieces of evidence highlighting your work as an ES

This can include

- data from or actions taken as a result of learner/trainee surveys where available

- Feedback from colleagues/peers and trainees (e.g. 360º Appraisals/feedback)

- Work based assessments

- Peer Discussions

- Revalidation Entries

- Indicate the cluster that they meet. It may be possible that one piece of evidence may be relevant to more than one cluster and criteria within the cluster(s)

- If you have already prepared a portfolio, or part of it, for an appraisal, revalidation or other purposes, materials from this can be used, if relevant, to completing this portfolio

- Evidence relating to third parties must be anonymised so that individuals are not identifiable. Please seek permission for including certain materials or documents if this is necessary

- Complete a Personal Development Plan (PDP) to aid your own self development and support annual workplace appraisal

Section 1: Assessment Grid for the Framework

Cluster		Competency	Met	Comments
1. Professional Practice *This cluster will allow the ES to demonstrate their current practice with educational supervision as a key element. The ES may be new to their clinical area; therefore, they can be working towards the criteria within this cluster and demonstrate role modelling as part of CPD*				
1.1 Expert Skills and Knowledge	1.1.1	Demonstrate specialist knowledge in defined area(s) and training programmes		
	1.1.2	Demonstrate practices within legal, ethical, professional and local policies and procedures		
	1.1.3	Demonstrate knowledge of relevant professional and regulatory standards		
1.2: Patient Accountability	1.2.1	Take responsibility for, and accept outcomes of, your own decisions and actions		
	1.2.2	Balances the needs of service delivery with education and training		
	1.2.3	Acts in a way to ensure the health, wellbeing and safety of patients at all times		
1.3: Reasoning and judgement	1.3.1	Demonstrate that they can handle a wide variety of problems - *resolving them themselves or by contributing to their resolution*		
	1.3.2	Demonstrate an ability to use skills to make decisions in complex situations		
	1.3.3	Demonstrate an ability to see situations holistically		

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Cluster		Competency	Met	Comments
	1.3.4	Recognises priorities when problem-solving and identifies deviations from the normal pattern.		
1.4: Professional autonomy	1.4.1	Takes action based on own interpretation of broad professional polices/procedures and within organisational boundaries where necessary		
	1.4.2	Apply the principles of information governance and ensure patient confidentiality		
	1.4.3	Apply the principles of clinical governance within their role as an Educational Supervisor		

Cluster	Competency		Met	Comments
2. Learning Relationships *This cluster will allow the ES to demonstrate that they are able to communicate, establish and maintain professionally driven working relationships in order to gain the co-operation of others.*				
2.1: Communication	2.1.1	Demonstrate the ability to effectively communicate with a range of stakeholders. - *Gain the co-operation of trainees and supervisors* - *Communicate issues such as training programme/training or teaching evaluations and feedback to support trainee development*		
	2.1.2	Maintains good interpersonal relationships with trainees and colleagues		
	2.1.3	Demonstrate an ability to communicate difficult discussions that may arise		
	2.1.4	Ensures that trainees understand the importance of providing culturally competent care		
	2.1.5	Is able to set and maintain appropriate boundaries		
	2.2.1	Is aware of and understands the needs of the stakeholders		

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Cluster			Competency	Met	Comments
2.2: Widening participation and inclusion	2.2.2		Contributes to developing strategies for meeting the needs of different individuals from different cultural, educational and social backgrounds		
	2.2.3		Encourages participation through provision of equality of opportunity and acknowledgement of diversity		
	2.2.4		Monitors equal opportunities, training needs and other issues and take relevant steps of action when needed		
	2.2.5		Shares information with trainees and colleagues about resources and services		
2.3: Teamwork	2.3.1		Involves the multi-professional team in the delivery of teaching and supervision		
	2.3.2		Demonstrate ability to work as an acknowledged member of the team.		
	2.3.3		Develops working relations with other supervisors to ensure that the experience of placement is enhanced to integrate local learning with the targets of the curriculum		
	2.3.4		Recognises personal limitations and refers to appropriate colleagues		

Cluster	Competency		Met	Comments
3. **Planning, Teaching and Facilitating Learning** This cluster will allow the ES to demonstrate that they are able to apply educational theories to the trainee's educational plans and are aware of the training programmes which the trainee is undertaking.				
3.1: Theoretical	3.1.1	Apply recognised educational theories that underpin work-place learning and Pharmacy education in general		
	3.1.2	Demonstrate an understanding of work place learning theory in its curriculum context and uses this for teaching and instructing individuals		
3.2: Individuals and Curriculum	3.2.1	Is aware of and uses the stated goals/targets of the learning programme and takes steps to ensure that these are understood by the trainee		
	3.2.2	Endeavours to ensure that the work-place experience is relevant for meeting goals/targets of the learning programme		
	3.2.3	Uses information about the trainee's prior knowledge, experience and curriculum		
	3.2.4	Takes steps to ensure that individual's previous learning experience and achievements are matched to each new work-place setting		

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Cluster		Competency	Met	Comments
3.3: Educational Planning	3.3.1	Ensures and supports the creation/design of educational plans in context of goals/targets of the learning programme		
	3.3.2	Is creative in the linkage between specific lesson plans, module or programme design and development of a specific element of the curriculum		
	3.3.3	Links teaching and assessment in the educational design process		
	3.3.4	Is aware of learning style issues and takes steps to address them		
	3.3.5	Involves the trainee in identifying learning needs and sets educational objectives		
	3.3.6	Uses an educational portfolio appropriately and encourages its use by trainees		
	3.3.7	Ensures that trainees have opportunities to learn from a range of relevant people in practice learning environments, including service users, team members and other trainees as appropriate		
	3.3.8	Ensures that trainees are not put in a situation where they are asked to work beyond their competence		

Cluster	Competency		Met	Comments
3.4: Guidance	3.4.1	Sign-posts trainees to information, resources and other people for advice on their development paths etc.		
	3.4.2	Guides trainees in their developmental pathway and reflect on their learning plans		
	3.4.3	Encourage trainees to access additional formal learning opportunities such as study days and training events		
	3.4.4	Helps trainees identify their strengths, weaknesses, learning needs etc		
	3.4.5	Supports the trainee to develop an ability for self-directed learning		
	3.4.6	Proactively seeks views of trainees on their experience		
	3.4.7	Encourages and maintains the confidence of trainees		

Cluster	Competency		Met	Comments
4. Assessment and Monitoring of Learning This cluster will allow the ES to demonstrate that they are able to competently assess and monitor the trainees learning				
4.1: Knowledge, Skills and Assessment	4.1.1	Makes judgments about knowledge, skills etc. against given standards		
	4.1.2	Understands and applies the criteria for assessing knowledge and skills		
	4.1.3	Provides guidance for others in the use of criteria		
4.2: Programme Requirements	4.2.1	Maintains appropriate records of trainee's performance and provides the records to other in the team when called to do so		
4.3: Assessment and Record Keeping	4.3.1	Contributes to the development and assurance of quality of signing off procedures		
	4.3.2	Conducts assessment on trainee using a range of tools available i.e. work based assessments, observations, written accounts		
	4.3.3	Assesses a trainee's piece of work or performance against set criteria		
	4.3.4	Signs-off standardised competence achievements with reliability and rigour		

Cluster		Competency	Met	Comments
	4.3.5	Accommodates trainee needs, difference, ability, culture, level etc. in planning teaching, giving feedback and addressing their needs		
	4.3.6	Actively supports trainees in developing their grasp of specific assessment criteria and understanding the potential relations between one assessment and another		
	4.3.7	Is able to link between assessments and feedback for trainee to understand assessment decisions.		
	4.3.8	Encourages and supports the trainee to develop reflective practice		
	4.3.9	Empowers trainees to be proactive and to take responsibility for their learning		
4.4: Feedback	4.4.1	Provides developmental feedback, verbally and written, to trainee		
	4.4.2	Gives clear written or oral advice concerning how the quality of work or performance can be improved		
	4.4.3	Explains the given assessment criteria in clear and explicit ways		
	4.4.4	Provides feedback that relates to a variety of information sources including complex aspect of the curriculum and wider learning context		
	4.4.5	Ensures that the trainee participates in appraisals and feedback processes		

Cluster		Competency	Met	Comments
	4.4.6	Involve trainees in planning their progress while they are training		
	4.4.7	Responds appropriately to feedback and evaluation of educational interventions		
	4.4.8	Reflects and evaluates own supervisory practice through trainee feedback and peer observations and discussions		
4.5: Identifies individuals educational needs	4.5.1	Identifies special needs and acts to bring circumstances, issues or problems to the attention of others in the team and give the trainee advice/resources to support them		
	4.5.2	Takes action to address poor performance, identifies strategies for increasing learning effectiveness and ensures that others are informed as appropriate		
	4.5.3	Provides support to enable trainees to raise any concerns		
	4.5.4	Where appropriate, reasonable adjustments must be made to curriculum delivery to help trainees with special and specific needs to meet learning outcomes		
4.6: Monitoring Progress	4.6.1	Develops strategies for moving trainees from one level of learning and competence in the work place to another		

Cluster		Competency	Met	Comments
	4.6.2	Is able to signpost trainees to support for their academic and general welfare needs		

Cluster		Competency	Met	Comments
5. Managing Learning Programmes This cluster will allow the ES to demonstrate that they are able to facilitate and manage the training programme for their trainee				
5.1: Manages Placements	5.1.1	Help trainees to relate the experiences and learning gained form one placement setting to another		
	5.1.2	Demonstrate the ability to identify risks according to procedures and policies and escalate		
5.2: Information and learning resources	5.2.1	Ensures materials are in place relevant for trainee groups		
	5.2.2	Shares information with trainees and colleagues about resources and services		
	5.2.3	Contributes to the development of materials, products and systems (including technology systems) from the external environment to meet the needs of colleagues and other supervisors		

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Cluster	Competency		Met	Comments
5.3: Strategic Management	5.3.1	Demonstrate ability to think 4-12 months ahead within a defined area.		
5.4: Quality	5.4.1	Demonstrate understanding of the issues of clinical governance in the educational setting		
	5.4.2	Acts in compliance with all quality guidance		
	5.4.3	Contributes to the development of the training programme within the workplace		
	5.4.3	Able to make recommendations to ensure quality is maintained		
	5.4.4	Uses data to make informed decisions and to help others develop programmes		
	5.4.5	Contributes to the development on new quality measures		
	5.4.6	Helps others to develop quality		
	5.4.7	Monitors, evaluates and takes steps to address areas for improvement		

Cluster	Competency		Met	Comments
6. Professional Development This cluster will support the ES to demonstrate leadership and further develop within education.				
6.1: Strategic context	6.1.1	Demonstrate understanding of the needs of stakeholders and practice which reflects local educational policy.		
	6.1.2	Demonstrate understanding of, and contributes to, the vision of the department/educational organisation		
	6.1.3	Advocates a culture of organisational learning to inspire future and existing staff		
6.2: Professional updating	6.2.1	Engages with own professional development in critical, reflective and experiential ways		
	6.2.2	Reflects on own strengths and weaknesses and seeks advice, training and development as necessary		
	6.2.3	Demonstrate the ability to motivate trainees and individuals		
	6.2.4	Demonstrate ability to effectively mentor others in the team and/or service		

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Cluster		Competency	Met	Comments
	6.2.5	Demonstrate resilience and determination and build confidence in others		
	6.2.6	Demonstrate leadership to the people that they work with		
	6.2.7	Provide a positive role model through demonstration of exemplary professional behaviour and relationships		
	6.2.8	Understands and demonstrate the attributes of a role model to members in the team and/or service		

Declaration of Completion

I (*name of ES/DS*) …………………………………(*print name*) confirm that I have met the criteria noted within the NHS England WT&E London and South East Pharmacy Educational Supervisor Framework.

I (*name of EPD/Manager*) …………………………(*print name*) can confirm that …………………………(*name of ES/DS*) has submitted evidence to meet the criteria noted within the NHS England WT&E London and South East Pharmacy Educational Supervisor Framework .

ES/DS signature ………………………………… EPD/Manager signature ………………………………. Date …………………………..

Section 2: Personal Information

Name	
Profession/Department	
Workplace Address	
Contact e-mail address	
Contact telephone number	

Brief description of your role as an Educational Supervisor

Brief description of additional educational roles i.e. teaching, assessing and facilitation of training.

Length of time conducting Educational Supervisor role:

Details of equality and diversity training:

Section 3: Training Courses and Developmental Activities

Using the grids chart below, note any activities (i.e. short course, e-Learning, events attended) that you have undertaken in relation to your role as an educational supervisor

Date Completed	Description of course/activity undertaken	Framework Cluster (please indicate)					
		Professional Practice	Learning Relationships	Planning, Teaching and Facilitating Learning	Assessment and Monitoring of Learning	Managing Learning Programmes	Professional Development
		1	2	3	4	5	6

Section 4: Evidence

Use this section to list evidence of good practice (i.e. reflective accounts, observations, discussions etc) that you are submitting to build your portfolio. Note which sections of the educational supervisor framework that these evidence meets. Each evidence should be signed as complete by your allocated (experienced) Educational Supervisor and or EPD/Line Manager.

Date Completed	Brief description of evidence	Framework Cluster (please indicate)					
		Professional Practice	Learning Relationships	Planning, Teaching and Facilitating Learning	Assessment and Monitoring of Learning	Managing Learning Programmes	Professional Development
		1	2	3	4	5	6

Date Completed	Brief description of evidence	Framework Cluster (please indicate)					
		Professional Practice	Learning Relationships	Planning, Teaching and Facilitating Learning	Assessment and Monitoring of Learning	Managing Learning Programmes	Professional Development
		1	2	3	4	5	6

Section 5: Personal Development Plan (PDP)

This section can be used as part of your review (e.g.annual appraisal); include information referencing the Educational Supervisor Framework in relation to your role.

The aim of a PDP is to document a process of self-analysis, personal reflection and honest appraisal of your strengths and weaknesses. This will allow you to evaluate the training you have received and identify additional learning/training needs.

What strengths have you identified?	
What areas for further development have you identified?	
How will you address/action these areas?	
What resources/support will you need to complete these action points?	
How will you know if you have achieved the goals that you have set yourself?	
What are your target dates to complete these?	

Acknowledgements

Resources (websites and documents)

Updated resources link: July 2023

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