

Professional Development Framework for Educators



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Executive Summary

The Professional Development Framework for Educators provides a set of domains to guide practitioners in their development as educators, supervisors and preceptors of healthcare learners. The Framework is applicable to all educators working in clinical practice and Higher Education Institutions (HEI's) as guidance for best practice. The Framework can also be used by education providers to plan inter-professional faculty development activities locally.

There are seven developmental areas which aim to enable educators to develop standards required to;

- Ensure patient safety,
- Enhance quality in the provision of care,
- Foster rapid acquisition of learner knowledge, skills and professional attitudes.

Each of the seven areas map to each of the healthcare regulatory standards for education and training and also Health Education England's (HEE) Quality Framework 2017/2018, details of which can be found on page 5.

The Framework is aimed at educators working across London and South East.

Quick Guide

Who is the Framework for?

The Framework provides overarching principles to guide the professional development of educators and to help demonstrate skills, knowledge and behaviours in their role as an educator. It is applicable across the healthcare professions in clinical settings and HEI's. For the purpose of this Framework the term 'educator' encompasses all educational, supervisory, preceptorship and mentorship roles of all learner groups, at the undergraduate and postgraduate level.

The Framework Areas

The Framework is designed around seven key areas of activity, all of which relate to the role of an educator across healthcare learning environments. The skills and attributes for each area listed below can be found on pages 10-16.

1	Ensuring safe and effective patient care through training This area is about how you protect patients and enhance their care through your supervision of healthcare learners in training, and how you balance the needs of your patients and service with the educational needs of your learners.
2	Establishing and maintaining an environment for learning This area is about how you make the clinical environment safe and conducive to effective learning for learners and others.
3	Teaching and facilitating learning This area is about how you work with learners to facilitate their learning.
4	Enhancing learning through assessment This area is about your approach to assessment and feedback.
5	Supporting and monitoring educational progress This area is about the support you provide to learners in their progression towards completion of training and their intended career destination.
6	Guiding personal and professional development This area is about the support you provide to learners in relation to their personal and professional development.
7	Continuing professional development as an educator This area is about your own professional development as a healthcare educator.

What do I need to do?

This Framework will guide educators to develop a portfolio of expertise within their profession and from a multi-professional educational perspective. Therefore, as you read through the Framework areas, please note the evidence that you can provide to demonstrate your skills as an educator. These can be skills obtained from relevant professional practice as well as skills learnt in profession-specific, multi- and inter-professional educational programmes. There is an 'educator portfolio' template in Appendix A, which can be used to document and evidence your skills. It can also be used to form the basis of a developmental discussion and/or a review about your role as an educator.

The table on page 7 provides information on how each Framework area maps to professional regulatory standards along with links to your *own profession-specific requirements*, which you are still required to meet where applicable. e.g. for nursing and midwifery. Although the Framework maps to the regulatory standards for education, you may have specific approval requirements that need to be adhered to.

Introduction

Practitioners involved in the education and supervision of healthcare learners within their organisation should have the necessary knowledge, skills and approaches to help develop and support learners in practice, across the healthcare professions.

The Academy of Healthcare Science (AHCS), General Dental Council (GDC), General Medical Council (GMC), General Pharmaceutical Council (GPhC), Health and Care Professions Council (HCPC), and the Nursing and Midwifery Council (NMC) provide profession-specific requirements and standards for education and training. The seven areas of this Framework map to each of the above regulatory standards for the training of educators.

Each healthcare regulator stipulates that education providers must ensure there are enough staff members who are suitably qualified and enabled to carry out their role as educators. Furthermore, learners must have appropriate supervision and workload to ensure that patients receive care that is safe and of a high standard.

The Professional Development Framework for Educators is applicable to all practitioners in clinical settings and HEI's to guide best practice and to help develop and demonstrate their skills in their role as educators, supervisors and preceptors.

The Framework provides;

- overarching principles to guide the professional development of educators to ensure that they receive the necessary support to provide effective supervision and training,
- a consistent approach to select and appraise educators to undertake the role,
- a structure for educational governance processes to help education providers to ensure that they evaluate, manage and improve the quality of supervision and training,
- a description of the relationship with standards for education and training including standards set by the healthcare professional regulators above,
- a template portfolio that can be used for the educational review/appraisal process, if applicable,
- the basis on which education providers can plan their local multi- and inter-professional faculty development activities.

Why produce a Professional Development Framework for Educators?

“For HEE, the quality of teaching, learning and assessments, particularly in work-based placements, lies at the heart of our responsibility in the NHS” (HEE, 2016).

It is now essential for education providers and institutions to demonstrate that those involved in the education and supervision of learners within their organisation have the necessary knowledge, skills and approaches to help develop and support all learner groups, across the healthcare professions.

Both the **NHS Long Term Plan** (2019) and the **Interim NHS People Plan** (2019) highlight the importance of education and training in supporting the expanding and developing workforce, with new and extended roles working in multi-professional teams. The capacity and quality of supervision of learners is essential in supporting this. Furthermore the **HEE Quality Framework 2019/20** sets out to measure, recognise and improve quality in the education and training environment and not only provides standards for supporting learners but also the standards expected to support our educators (HEE, 2019).

Bringing together standards for all educators into one framework provides opportunities for multi-professional collaboration and new approaches to educator development that can be identified and capitalised upon. This Framework is therefore intended for all practitioners, across the healthcare professions, to guide their professional development as educators and supervisors of healthcare learners. Competencies demonstrated in the seven developmental areas are applicable to the education and training of all learner groups.

Further, the Framework supports the role of **HEE Postgraduate Deans** in implementing the HEE Quality Strategy locally by providing a structure to guide the professional development of all supervisors to ensure quality in education and training of learners.

The Framework areas are mapped to, and recognise the discipline specific professional standards, as follows;

For doctors, the GMC’s *Promoting Excellence*, sets the standards on how educators need to be ‘selected, inducted, trained and appraised to reflect their education and training responsibilities’ (GMC 2016). This Framework is entirely consistent with the GMC’s standards for named educational and named clinical supervisors.

For dentists, the GDC’s *Standards for Education* (2012) provides the standards and requirements for those delivering education and training programmes and clearly stipulate that, ‘supervisors must be appropriately qualified and trained’. The *COPDEND Standards for Dental Educators* (2013) goes further to provide a detailed framework for the professional development of educators.

For nurses and midwives, the NMC has published the *Standards for Student Supervision and Assessment* which sets out their expectations for the learning, support and supervision of students in the practice environment, stating that all students, ‘are provided with safe, effective and inclusive learning experiences (NMC 2018).

For allied health professionals, the HCPC *Standards for education and training* stipulates that 'practice placement educators must undertake appropriate practice placement educator training' (HCPC 2017). In addition, the *Practice Education Guidance* builds upon the above *Standards* by providing additional guidance to reinforce the important role of educators and increase recognition amongst stakeholders (HCPC 2017).

For healthcare scientists, the Academy of Healthcare Science (AHCS), sets out a range of standards for education and training which describe expectations of education providers at the HEI and clinical setting, to ensure quality of training for learners (AHCS 2017).

The General Pharmaceutical Council, *Guidance on tutoring and supervising pharmacy professionals in training* (GPhC 2018) provides guidance to pharmacists and pharmacy technicians who act as tutors for pre-registration trainee pharmacists and pre-registration trainee pharmacy technicians. This document is linked to the GPhC standards for pharmacy professionals; there are 9 standards that every pharmacy professional is accountable for meeting and is relevant to the role of the tutor.

Information on how the Framework areas map to the healthcare regulatory standards for education and training for each of the above professions, including the HEE Quality Framework domains can be found on page 7.

Mapping the Framework

The table below demonstrates how the Framework areas map to the standards and guidance for education and training developed by the healthcare regulators. The links will provide access to the standards documentation containing profession-specific requirements, which educators are still required to meet where applicable.

London and the South East (LaSE) Professional Development Framework for Educators	Health Education England: Quality Framework 2019/2020	Health & Care Professions Council (HCPC) ¹ : Standards of education and training	Academy for Healthcare Science (AHCS): Standards of Education and Training	Academy of Medical Educators ² , A Framework for the Professional Development of Postgraduate Medical Supervisors	General Pharmaceutical Council (GPhC): Guidance on tutoring and supervising pharmacy professionals in training	Nursing and Midwifery Council (NMC): (Part 2) Standards for student supervision and assessment	COPDEND: Standards for Dental Educators
1 Ensuring safe and effective patient care through training	Standard 1: Learning Environment and Culture.	(3) Programme governance, management and leadership, (5) Practice-based learning,	Domain 1 , Patient protection and engagement, Domain 2 , Learner-centred approach.	Area 1 , Ensuring safe and effective patient care through training.	4.2 Pre-registration training.	Section 2: Expectations of Practice Supervision,	Domain 1 , Teaching and learning, Domain 4 , Quality assurance.
2 Establishing and maintaining an environment for learning	Standard 1. Learning Environment and Culture.	(3) Programme governance, management and leadership, (4) Programme design and delivery, (5) Practice-based learning.	Domain 2 , Learner-centred approach, Domain 3 , Programme content, delivery, assessment and management.	Area 2 , Learning Environment and Culture.	4.2 Pre-registration training.	Section 1: Organisation of practice learning.	Domain 1 , Teaching and learning.
3 Teaching and facilitating learning	Standard 3. Supporting and Empowering Learners.	(3) Programme governance, management and leadership, (4) Programme design and delivery, (5) Practice-based learning.	Domain 2 , Learner-centred approach, Domain 3 , Programme content, delivery, assessment and management.	Area 3 , Teaching and facilitating learning.	4.2 Pre-registration training, 4.3 Assessing a trainee's performance, 4.4 Giving feedback to a trainee.	Section 3: Practice Supervisors: roles and responsibilities, Section 5: Practice supervisors: preparation.	Domain 1 , Teaching and learning, Domain 5 , Management.

¹ The standards relate to the Allied Health Professions regulated by the HCPC. For a full list of the professions please visit www.hcpc-uk.org.

² The AoME Framework areas meet the GMC [Approval and Recognition of Trainers Implementation Plan](#). The areas are also applicable to Dental educators.

Framework for Educators	HEE Quality Framework	Health & Care Professions Council (HCPC)	Academy for Healthcare Science (AHCS)	General Medical Council (GMC)	General Pharmaceutical Council (GPhC)	Nursing and Midwifery Council (NMC)	COPDEND
4 Enhancing learning through assessment	Standard 3. Supporting and Empowering Learners	(5) Practice-based learning, (6) Assessment.	Domain 3, Programme content, delivery, assessment and management.	Area 4, Enhancing learning through assessment.	4.1 Supervisors as leaders and role models, 4.3 Assessing a trainee's performance, 4.4 Giving feedback to a trainee.	Section 4: Practice Supervisors: contribution to assessment and progression. Section 7: Practice Assessors: responsibilities.	Domain 1, Teaching and learning, Domain 2, Assessing the learner.
5 Supporting and monitoring educational progress	Standard 2. Educational Governance and Leadership. Standard 3. Supporting and Empowering Learners.	(4) Programme design and delivery, (5) Practice-based learning.	Domain 1, Patient protection and engagement, Domain 2, Learner-centred approach.	Area 5, Supporting and monitoring educational progress.	4.2 Pre-registration training, 4.3 Assessing a trainee's performance, 4.4 Giving feedback to a trainee, 4.6 Supporting a trainee, 4.7 Raising concerns.	Section 3: Practice Supervisors: roles and responsibilities, Section 4: Practice Supervisors: contribution to assessment and progression.	Domain 1, Teaching and learning, Domain 3, Guidance for personal and professional development.
6 Guiding personal and professional development	Standard 3. Supporting and Empowering Learners.	(3) Programme governance, management and leadership, (5) Practice-based learning.	Domain 2, Learner-centred approach.	Area 6, Guiding personal and professional development.	4.1 Supervisors as leaders and role models, 4.6 Supporting a trainee.	Section 3: Practice Supervisors: roles and responsibilities.	Domain 3, Guidance for personal and professional development, Domain 5, Management.
7 Continuing professional development as an educator	Standard 3. Supporting and Empowering Learners, Standard 4. Supporting and Empowering Educators.	(5) Practice-based learning.	Domain 3, Programme content, delivery, assessment and management.	Area 7, Continuing professional development as an educator.	4.1 Supervisors as leaders and role models.	Section 5: Practice supervisors: preparation, Section 8: Practice Assessors: preparation.	Domain 4, Quality assurance, Domain 5, Management.

The Framework Areas



The Framework is designed around seven key areas of activity which sets out to guide the skills, knowledge and behaviours required of practitioners who are undertaking an educational and supervisory role of healthcare learners in the course of their placements, preceptorships and/or training programmes. The precise emphasis on individual areas will vary depending on the educational role and the profession.

In spelling out the behaviours of both '**effective**' and '**excellent**' educators we encourage a move away from 'courses undertaken' to a demonstration of 'competences obtained'. In doing so the Framework recognises the diversity of skills, experience and prior training that educators from across the healthcare professions bring to their roles.

Those using the Framework will still need to meet their own profession-specific requirements, where applicable, however the Framework can still be used to help build a portfolio of expertise and promote on-going professional development. 'Mapping the Framework' on page 7 demonstrates how each of the healthcare regulatory standards map to the seven areas.

Each section of the Framework contains;

- description of the area,
- expectations of an effective educator,
- hallmarks of excellence,
- examples of evidence that may be provided for the purposes of accreditation.

Suggested Resources

Educators who wish to develop their skills can access the online [Educator Hub](#) situated on *e-Learning for Healthcare*, which contains modules mapped to the Framework areas (see page 18). To access face-to-face programmes, educators are encouraged to contact their organisational education department or Higher Education Institutions.



1. Ensuring safe and effective patient care through training

This area is about how you protect patients and enhance their care through your supervision of healthcare learners in training, and how you balance the needs of your patients and service with the educational needs of your learners.



The effective educator	The excellent educator also
<ul style="list-style-type: none"> Balances the needs of service delivery with education, Acts to ensure the health, wellbeing and safety of patients at all times, Ensures that learners have undertaken appropriate induction and work under appropriate supervision, Allows learners, when suitably competent, to take responsibility for care, appropriate to the needs of the patient, Ensures that learners understand the importance of providing culturally competent care. 	<ul style="list-style-type: none"> Uses educational interventions to enhance patient care, Involves the learner in service improvement, Involves patients as educators, Provides support to enable learners to raise any concerns.

Examples of relevant evidence
<ul style="list-style-type: none"> Courses attended or programmes undertaken including, face-to-face, e-Learning, webinars, Learner, student and trainee surveys e.g. HEFCE National Student Survey, GMC National Training Survey, Other feedback from learners e.g. placement reports and/or 360° feedback e.g. Multisource Feedback for Supervisors, Feedback from patients about care received, Details of measures put in place to ensure supervision appropriate to learners' competence and confidence, Audits, examples of topics critically appraised by learners, Examples of near miss/critical incident analysis.

2. Establishing and maintaining an environment for learning

This area is about how you make the clinical environment safe and conducive to effective learning for learners and others.



The effective educator	The excellent educator <i>also</i>
<ul style="list-style-type: none"> • Encourages participation through provision of equality of opportunity and acknowledgement of diversity, • Ensures that learners receive the necessary instruction and protection in situations that might expose them to risk, • Ensures that the learning environment and resources provided are suitable for the programme, • Encourages and maintains the confidence of learners, • Is open, approachable and available, • Maintains good interpersonal relationships with learners and colleagues, • Provides protected time for teaching and learning, • Involves the multi-professional team in the delivery of teaching and supervision, • Is aware of the team's experience and skills relating to teaching and supervision, • Ensures that workload requirements on learners are legal and that, wherever possible, they do not compromise learning, • Makes provision for the specific training needs of learners with disabilities. 	<ul style="list-style-type: none"> • Proactively seeks the views of learners on their experience, • Encourages learners to contribute to educational programmes, • Takes steps to establish a learning community within their department and/or organisation, • Promotes activities for inter-professional learning, providing opportunities for learners to learn from and with, other relevant healthcare professionals, • Monitors, evaluates and takes steps to address areas for improvement in teaching and learning, • Provides support to enable learners to raise any concerns.

Examples of relevant evidence
<ul style="list-style-type: none"> • Courses attended or programmes undertaken including face-to-face, e-Learning, webinars, • Learner, student and trainee survey's e.g. HEFCE National Student Survey, GMC National Training Survey, • Other feedback from learners e.g. placement reports and/or 360° feedback e.g. Multisource Feedback for Supervisors, • Feedback from peers, • Details of learning programmes, study schedules, timetables for learners and educators.

3. Teaching and facilitating learning

This area is about how you work with learners to facilitate their learning.



The effective educator	The excellent educator <i>also</i>
<ul style="list-style-type: none"> Has up-to-date subject knowledge and/or skills, Provides direct guidance on clinical work where appropriate, Has effective supervisory conversational skills, Plans learning and teaching episodes, Uses a range of appropriate teaching interventions in the clinical setting, Facilitates a wide variety of learning opportunities, Helps the learner develop an ability for self-directed learning, Encourages and supports the learner to develop reflective practice, Allows the learner to make contributions to clinical practice and innovation of graduated value and importance commensurate with their competence, Uses technology-enhanced learning where appropriate, e.g. simulation, Encourages access to formal learning opportunities, e.g. study days. 	<ul style="list-style-type: none"> Demonstrates exemplary subject knowledge or skills, Understands and can apply theoretical frameworks to their practice, Is involved with wider educational issues (e.g. recruitment to programmes, examination setting and curriculum development) beyond the supervisory relationship, Works with the department and/or provider to ensure a wide range of learning opportunities is available (e.g. simulation facilities, courses), Promotes activities for inter-professional learning, providing opportunities for learners to learn from and with, other relevant healthcare professionals, Plans and delivers educational opportunities for colleagues.

Examples of relevant evidence
<ul style="list-style-type: none"> Courses attended or programmes undertaken including face-to-face, e-Learning, webinars, Learner, student and trainee surveys e.g. HEFCE National Student Survey, GMC National Training Survey, Other feedback from learners e.g. placement reports and/or 360° feedback e.g. Multisource Feedback for Supervisors, Feedback from peers, Details of learning programmes, study schedules and timetables for learners, Evidence of recent initiatives to enhance the provision of learning opportunities.

4. Enhancing learning through assessment

This area is about your approach to assessment and feedback.



The effective educator	The excellent educator <i>also</i>
<ul style="list-style-type: none"> Regularly observes the learner's performance and offers feedback, Plans and/or monitors assessment activities, Uses workplace-based assessments (formative and summative) appropriately, Provides feedback that is clear, focused and aimed at improving specific aspects of learner performance, Ensures that the learner participates in 360° appraisals, Encourages and supports the learner to develop reflective practice, Supports the learner in preparation for professional and academic external examinations. 	<ul style="list-style-type: none"> Demonstrates exemplary subject knowledge or skills, Understands and can apply theoretical frameworks to their practice, Is involved with wider educational issues (e.g. recruitment to programmes, examination setting and curriculum development) beyond the supervisory relationship, Works with the department and/or provider to ensure a wide range of learning opportunities is available, e.g. simulation facilities, courses.

Examples of relevant evidence
<ul style="list-style-type: none"> Courses attended or programmes undertaken including face-to-face, e-Learning, webinars, Learner, student and trainee surveys e.g. HEFCE National Student Survey, GMC National Training Survey, Other feedback from learners e.g. placement reports and/or 360° feedback e.g. Multisource Feedback for Supervisors, Details of programmes, study schedules and timetables for learners indicating assessment modes, patterns and relevance to learning, Feedback from peers e.g. relating to external examining or professional assessment.

5. Supporting and monitoring educational progress

This area is about the support you provide to learners in their progression towards completion of training and their intended career destination.



The effective educator	The excellent educator <i>also</i>
<ul style="list-style-type: none"> Agrees an educational plan at the outset of the training period, Understands the curricula requirements of the discipline and stage of training, Identifies learning needs and sets educational objectives, Involves the learner in the above processes, Reviews and monitors progress through regular timetabled meetings, Ensures that appropriate records are kept in relation to learner progress, Uses an educational portfolio appropriately and encourages its use by learners, Provides continuity of supervision or ensures effective educational handover, Responds efficiently and effectively to emerging problems of learner progress, Is aware of, and can access, available support for the learner in difficulty, Understands their role and responsibilities within the educational governance structures of their local education provider, lead provider, HEE teams, relevant professional bodies and Colleges. 	<ul style="list-style-type: none"> Proactively seeks out opportunities for providing formal support and career development activities for learners, Establishes and/or evaluates schemes for monitoring learner progress across the department /organisation, Involves his or herself in external activities relevant to learners in difficulty or career progression (e.g. HEI's committees, ARCP panels, or GMC).

Examples of relevant evidence
<ul style="list-style-type: none"> Courses attended or programmes undertaken including face-to-face, e-Learning, webinars, Learner, student and trainee surveys e.g. HEFCE National Student Survey, GMC National Training Survey, Other feedback from learners e.g. placement reports and/or 360° feedback e.g. Multisource Feedback for Supervisors Examples of meetings, records of learner progress and learning plans (anonymised), Case studies of the management of a learner in difficulty (anonymised), Feedback from peers e.g. relating to involvement in organisational/professional activities.

6. Guiding personal and professional development

This area is about the support you provide to learners in relation to their personal and professional development.

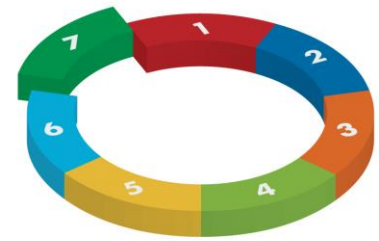


The effective educator	The excellent educator <i>also</i>
<ul style="list-style-type: none"> Provides a positive role model, Has effective supervisory conversational skills, Utilises a range of skills and techniques relevant to personal and professional development, Encourages and supports the learner to develop reflective practice, Is able to set and maintain appropriate boundaries, Understands when and where to refer on to other agencies, e.g. occupational health, counselling, careers advice services, Ensures that the learner is aware of the requirements of, and participates in NHS Appraisal, Ensures that the learner participates in 360° appraisals. 	<ul style="list-style-type: none"> Demonstrates exemplary subject knowledge or skills, Understands and can apply theoretical frameworks to their practice, Promotes, encourages and demonstrates clinical leadership, Is involved with wider educational issues (e.g. recruitment to programmes, examination setting and curriculum development) beyond the supervisory relationship, Works with the department and/or provider to ensure a wide range of learning opportunities is available e.g. simulation facilities, courses.

Examples of relevant evidence
<ul style="list-style-type: none"> Courses attended or programmes undertaken including, face-to-face, e-Learning, webinars, Learner, student and trainee surveys e.g. HEFCE National Student Survey, GMC National Training Survey, Other feedback from learners e.g. placement reports and/or 360° feedback e.g. Multisource Feedback for Supervisors Examples of meetings, records, case studies (suitably anonymised), Examples of support, challenge and careers guidance provided to learners (anonymised), Feedback from peers.

7. Continuing professional development as an educator

This area is about your own professional development as a healthcare educator.



The effective educator	The excellent educator <i>also</i>
<ul style="list-style-type: none"> Evaluates and reflects on own supervisory practice, Evaluates and reflects on own practice as an educator, Takes action to improve own practice on the basis of feedback received, e.g. appraisal, informal feedback, Maintains professional practice in line with specialty and regulatory requirements. 	<ul style="list-style-type: none"> Actively seeks the views of colleagues through, e.g. 360° appraisals, peer observation, Works proactively to improve own educational practice on the basis of critical self-appraisal, Engages in programmes of educational development, e.g. training the trainers courses, postgraduate certificates, Masters programmes, Reflects on the training and development undertaken for the role, Assists in the development of others as educators, including learners.

Examples of relevant evidence
<ul style="list-style-type: none"> Courses attended or programmes undertaken including face-to-face, e-Learning, webinars, Results of 360° feedback from peers and learners, e.g. Multisource Feedback for Supervisors, Certificates or qualifications obtained, Critical comments and reflections on relevant books or articles read recently, Feedback of peer review or professional observation of teaching, Keeps up to date on discipline specific requirements.

Content of suggested training

The areas defined in the Professional Development Framework are to guide the professional development of all educators and to provide a structure for educational providers to plan and design their inter-professional faculty development programmes. A recommended outline curriculum for training is mapped below to the seven Framework areas.

1. Ensuring safe and effective patient care through training
<ul style="list-style-type: none"> • Balancing the needs of service delivery with education • Allowing learners, when suitably competent, to take responsibility for care, appropriate to the needs of the patient • Developing appropriate induction
2. Establishing and maintaining an environment for learning
<ul style="list-style-type: none"> • Creating a learning environment • Identifying and planning learning opportunities • Dealing with diversity and providing equality of opportunity (educators should seek specific advice from their relevant regulatory body on updates to be undertaken)
3. Teaching and facilitating learning
<ul style="list-style-type: none"> • Assessing learning needs • Using a variety of methods to deliver the curriculum • Skills teaching • Developmental conversational skills, e.g. supervision, mentoring, coaching
4. Enhancing learning through assessment
<ul style="list-style-type: none"> • Principles of workplace-based assessment • Use of commonly used tools, e.g. workplace-based assessments tools, Objective Structured Clinical Examinations, multi-source feedback. • Giving effective feedback
5. Supporting and monitoring educational progress
<ul style="list-style-type: none"> • Setting and reviewing learning objectives • Purpose and processes of portfolios • Annual review of competence progression • Identification, diagnosis and management of the learner in difficulty
6. Guiding personal and professional development
<ul style="list-style-type: none"> • Personal development planning • Career guidance and advice
7. Continuing professional development as an educator
<ul style="list-style-type: none"> • Discipline-specific requirements

Mapping suggested e-Learning to the Framework

The modules below are provided on the [Educator Hub](#).

Framework Area	E-Learning module
1 Ensuring safe and effective patient care through training	<ul style="list-style-type: none"> • Inter-professional education • Simulation in the health profession education • Supervision • (Video) Foundation supervisor • (Video) Curriculum-led simulation • (Video) PSQ - Patient Safety Questionnaires for GPs
2 Establishing and maintaining an environment for learning	<ul style="list-style-type: none"> • Inter-professional education • Facilitating learning in the workplace • Involving patients • Assuring and maintaining quality in health professions education • (Video) Quality visiting
3 Teaching and facilitating learning	<ul style="list-style-type: none"> • Inter-professional education • Assessing educational needs • Facilitating learning in the workplace • Improve your lecturing • Small group teaching • Teaching clinical skills • (Video) Foundation supervisor • (Video) Curriculum-led simulation
4 Enhancing learning through assessment	<ul style="list-style-type: none"> • Effective feedback • Structured assessments of clinical competence • Workplace-based assessment • (Video) DOPS (direct observation of procedural skills) • (Video) Mini-CEX (mini clinical evaluation exercise) • (Video) CBD (case-based discussion) • (Video) MSF (multi-source feedback) • (Video) Feedback (in development) • (Video) CEPS (clinical examination and procedural skills) • (Video) COT (consultation observation tool) • (Video) Workplace-based assessments • (Video) RITA (record of in-training assessment) • (Video) MRCF (medication-related consultation (Video) framework) • (Video) PSQ - Patient Safety Questionnaires for GPs
5 Supporting and monitoring educational progress	<ul style="list-style-type: none"> • Appraisal • Assessing educational needs • Assuring and maintaining quality in health professions education • Setting learning objectives • Supervision • (Video) CSR (clinical supervisor report) • (Video) Foundation • (Video) Specialty and GP
6 Guiding personal and professional development	<ul style="list-style-type: none"> • Appraisal • Becoming an effective interviewer • Careers support • (Video) Trainee in difficulty
7 Continuing professional development as an educator	<ul style="list-style-type: none"> • Educational research • e-Learning in clinical teaching • Improve your lecturing • (Video) Curriculum-led simulation

Constructing local inter-professional faculty development programmes

Rolling programmes of inter-professional faculty development should be provided within each organisation to enable supervisors, mentors, practice educators and teachers to meet the training requirements described above.

Faculty development should be an iterative process, enabling educators to reflect and to receive feedback on their teaching and supervision. Local faculty development programmes should facilitate support and development through, for example, the provision of advanced programmes for experienced educators, mentoring and supervision support. The additional content of local faculty development programmes should meet the training needs of educators, across the healthcare professions, identified through an educational appraisal system.

Educators who wish to pursue their professional development in more depth are advised to consider enrolling on a university accredited course or through short courses, reflections on work-based experience and self-directed learning. Subsequent professional accreditation may also be sought through relevant academies and institutions (e.g. Higher Education Academy www.heacademy.ac.uk, Academy of Medical Educators www.medicaleducators.org, Academy for Healthcare Science www.ahcs.ac.uk, Royal Pharmaceutical Society www.rpharms.com).

Advice on the design and delivery of inter-professional faculty development programmes can be obtained through the Multiprofessional Faculty Development Team. The team also provides a suite of open-access e-Learning modules supporting all areas of the Framework through the [Educator Hub](#).

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Health & Care Professions (2016) Practice Education Guidance. British Dietetic Association, Birmingham.

Health Education England (2019) HEE Quality Framework 2019/20.

Health Education England (2016) HEE Quality Strategy 2016 – 2020.

NHS England (2019) Interim NHS People Plan.

NHS England (2019) NHS Long Term Plan.

Nursing and Midwifery Council (2018) Realising professionalism: Standards for education and training. Part 2: Standards for student supervision and assessment. NMC London.

Links

The Educator Hub: www.e-lfh.org.uk/programmes/educator-hub/

Appendix A. educator portfolio documentation

Guidance on completing your portfolio

This portfolio will help you to highlight and evidence your professional skills as an educator, where applicable. It also aims to provide you with an informed and coherent approach to the education, supervision and mentorship of healthcare learners. The portfolio documentation has been kept as brief as possible and is aimed primarily at supporting a developmental discussion about your role as an educator with a minimum of ‘paperwork’.

Courses and developmental activities

- You can use this section to document any training undertaken that is relevant to your educator role. Content of suggested training can be found on page 17.
- Equalities and diversity training may need to be repeated. Educators should consult their relevant regulatory or professional body for guidance.

Evidence of good practice

- It is suggested that you should aim to provide between four and six separate pieces of evidence highlighting your work as an educator for the duration since your last educational review meeting. This should include data from, or actions taken as a result of, learner surveys where available (e.g. learner, student and trainee surveys e.g. HEE Learner Survey, GMC National Training Survey, HEFCE National Student Survey).
- In completing the portfolio document, please indicate the areas of the Professional Development Framework to which they relate. The Framework areas are provided on pages 10 – 16 of this Framework document. Some pieces of evidence may be relevant to more than one area.
- You may already have prepared a portfolio (or part of it) for appraisal, revalidation or other purposes, materials from which may also be relevant for the purposes of this process or vice versa.
- 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.

Personal development plan

- This may be completed at your review meeting.

A. Personal information

Name:.....Pr

Profession / Discipline:

Department:.....W

Workplace address:.....

Phone:

Email:

Please provide a brief description of your educator role, including information about your learners:

Length of time in educator role? (years / months):

/

B. Other educational roles or activities

Please use this space to provide additional information about any other educational roles or activities in which you are involved. These may include activities undertaken for professional bodies, such as examining; for other organisations, such as undergraduate teaching; or Trust-based activities undertaken within work-based teams.

C. Prior accreditation

Please use this space to list:

1. Accreditation by a regulatory authority
2. Membership of Academies (e.g. Higher Education Academy, Academy of Medical Educators, Academy for Healthcare Science).

D. Training courses and other developmental activities

Please summarise any relevant training (e.g. short courses, e-Learning) undertaken in relation to your supervisory role and the Professional Development Framework area(s) to which it relates. Training may relate to more than one area.

Date	Description of courses/activities undertaken	Framework area (please tick)						
		Ensuring safe and effective patient care through training	Establishing and maintaining an environment for learning	Teaching and facilitating learning	Enhancing learning through assessment	Supporting and monitoring educational progress	Guiding personal and professional development	Continuing professional development as an educator
		1	2	3	4	5	6	7

Date	Details of equality and diversity training Should be renewed every three years

E. Evidence of good practice

Please list the evidence of good practice that you are submitting and the Professional Development Framework area(s) to which it relates. Evidence should ideally have been collected within the three years preceding this review and where possible, should include data from the latest GMC learner survey, HEI feedback or equivalent where available for your profession. Each piece of evidence may relate to more than one area.

Evidence of good practice		Framework area (please tick)						
		Ensuring safe and effective patient care through training	Establishing and maintaining an environment for learning	Teaching and facilitating learning	Enhancing learning through assessment	Supporting and monitoring educational progress	Guiding personal and professional development	Continuing professional development as an educator
		1	2	3	4	5	6	7

F. Personal development plan

To be completed at your review with reference to the Professional Development Framework areas in relation to your work as an educator:

What strengths have you identified?

What areas for further development have you identified?

How will you set about addressing these?

How will you know whether you have achieved the goals that you have set yourself?

By when do you intend to have done this?

G. Declaration

I confirm that this is an accurate summary of my current supervisory activities and development needs. I agree to participate in a rolling programme of reaccreditation.

Signature:

Date: