

Educational Supervisor's reports

The role of the educational supervisor

All trainees should have a named educational supervisor. The educational supervisor is responsible for the overall supervision and management of a specified trainee's educational progress during the course of their training. This includes ensuring that the programme provides appropriate and individualised learning opportunities and delivers full curriculum coverage. The educational supervisor should meet with the trainee regularly to help plan their training, formulate their personal learning and development plan (PDP), review progress and agree learning outcomes, and to provide advice and support, including for career planning. Further details of the role of the educational supervisor can be found in the [clinical oncology curriculum](#).

As a minimum the educational supervisor is responsible for providing an induction, mid-year and end of year review of the trainee's progress, although they may meet with the trainee to review progress more frequently, particularly if there are any concerns about progress. The educational supervisor is also responsible for completing the educational supervisor's structured report. The structured report brings together all relevant evidence to form a summative judgement about progression at the end of the training year and is central to the ARCP panel's decision on whether the trainee should progress to the next stage of training. This is a crucial aspect of the educational supervisor's role, and the quality of these reports is key to supporting trainee progression and enabling the ARCP panel to make accurate judgements of the trainee's progress.

The educational supervisor's induction appraisal

The educational supervisor should meet with the trainee at the beginning of each year to review the trainee's progress to date, support the trainee in compiling their PDP, and agree learning outcomes for the year. They should help the trainee to identify the learning opportunities presented by upcoming clinical attachments and other activities outside of their clinical attachments. They should also identify any areas where the trainee may need additional support/resources and make arrangements for the trainee to access these as appropriate. This meeting should be documented using the 'educational supervisor's annual induction appraisal' form in the Kaizen e-portfolio.

The trainee should have completed a first draft of their PDP before they meet with their educational supervisor, however the supervisor should review and discuss this and may suggest changes where necessary.

Either the trainee or the educational supervisor can create the educational supervisor's annual induction appraisal form, however the form can only be completed and added to the trainee's timeline by the educational supervisor. If the trainee starts the form, they will complete section 1 and send this to their clinical supervisor for review. The supervisor can then edit any of the information in section 1 and add comments in section 2. If the supervisor creates the report, they will complete section 1 and there will be no requirement to complete section 2.

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Section 1 of the form initially asks for basic information about the trainee. It provides the ability to pull through the trainee's previous educational supervisor reports, so that you can easily review the trainee's past progress. For this function to work properly the date range entered must cover the date that the previous forms were completed.

Please select the capacity in which you are completing this form *

Completing as a Supervisor

Clinical oncology training grade *

ST4

Name of Educational Supervisor

Are there any induction considerations to be taken into account?

CO educational supervisor reports

Choose a Start Date *

1/5/2019

Choose an End Date *

31/8/2020

Generate report

A summary of any educational supervisor reports in the given date range is shown. Clicking on 'preview' next to any listed report will open that report in a separate window so that you can view the details of this report without navigating away from the annual induction appraisal form.

CO educational supervisor reports

This report will be stored inside this event with the results as at the time of submission.

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Appraisal	Start Date	End Date	Preview
Educational Supervisor: Mid-year Appraisal	4 Feb, 2021 0:00	4 Feb, 2021 0:00	Preview
Educational Supervisor: End of Year Appraisal	23 May, 2021 0:00	23 May, 2021 0:00	Preview
Educational Supervisors Structured Report	23 May, 2021 0:00	23 May, 2021 0:00	Preview

Change report inputs

The annual induction appraisal form also provides a similar function to pull a summary of the trainee's PDP objectives into the report. For this function to work properly the date range entered must cover the full date range detailed in the PDP, not just the date the PDP was created. Supervisors sometimes find that PDP data isn't pulled through correctly: if this is the case you should check that the full date range covered by the PDP is included in the date range entered in the report.

Following this, the report asks the supervisor to comment on the trainee's PDP, list suggested evidence that key elements of the PDP have been achieved and record any additional support/resources that the trainee requires to meet their PDP objectives. Additional documents can be added to the report if required using the 'attach files' button on the bottom left-hand corner of the form.

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Supervisor's comments on PDP objectives ★

Kara has identified a suitable range of PDP objectives. A key focus will be passing the FRCR part1 exam (Kara is concerned about the physics module specifically) and developing skills in RT planning and SACT prescribing. Kara has also expressed an interest in education and we have discussed opportunities for her to explore this by helping to organise local trainee-led teaching sessions.

Suggested evidence of completion ★

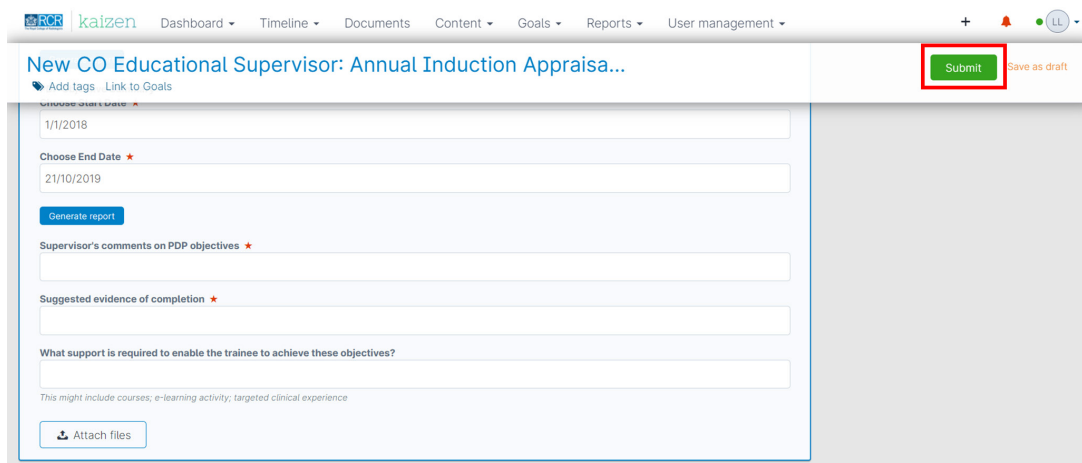
FRCR exam results, DOST and DORPs assessments, attendance at clinics

What support is required to enable the trainee to achieve these objectives?

We are arranging local teaching with Dr Cottle to help Kara prepare for the physics module of the FRCR part 1 exam, which will be included in her timetable. She will also use study leave for exam preparation. Kara will speak to Laura Roslin who currently organises the trainee-led teaching to discuss becoming involved in this.

This might include courses; e-learning activity; targeted clinical experience

The report can be completed by clicking on the green 'submit' button that appears at the top, right-hand side of the screen while the report is open. This will send it to the trainee's timeline where it can be viewed by anyone with appropriate access to the trainee's account (e.g. the ARCP panel).



kaizen Dashboard Timeline Documents Content Goals Reports User management

New CO Educational Supervisor: Annual Induction Appraisal... Save as draft

Add tags Link to Goals

1/1/2018

Choose End Date ★

21/10/2019

Supervisor's comments on PDP objectives ★

Suggested evidence of completion ★

What support is required to enable the trainee to achieve these objectives?

This might include courses; e-learning activity; targeted clinical experience

The educational supervisor's mid-year appraisal

The educational supervisor's mid-year appraisal is an opportunity to review the trainee's progress so far and identify what still needs to be done to achieve the learning outcomes for the year. At this meeting trainees should review their PDP with their supervisor using evidence from the e-portfolio. Feedback from workplace-based assessment (WPBA) and progress through the curriculum can be reviewed to ensure trainees are making good progress, and attendance at educational events should also be reviewed.

Similar to the induction appraisal, the mid-year appraisal can be created by either the trainee or the educational supervisor. If the trainee starts the form, they will complete section 1 and send this to their clinical supervisor for review. The supervisor can then add comments on the trainee's progress in section 2. If the supervisor creates the report, they will complete section 1 and there will be no requirement to complete section 2.

The mid-year appraisal provides the ability to pull through the trainee's previous educational supervisor reports, so that you can easily see the objectives set in the induction meeting. For this function to work properly the date range entered must cover the date that the induction appraisal was completed.

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Please select the capacity in which you are completing this form *

Completing as a Supervisor

Date of meeting *

CO educational supervisor reports

Choose a Start Date *

1/5/2019

Choose an End Date *

31/8/2020

Generate report

A summary of any educational supervisor reports in the given date range is shown. Clicking on 'preview' next to any listed report will open that report in a separate window so that you can view the details of this report without navigating away from the midpoint review form.

CO educational supervisor reports

This report will be stored inside this event with the results as at the time of submission.

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Appraisal	Start Date	End Date	Preview
CO Educational Supervisor: Annual Induction Appraisal - for use with 2021 Curriculum	9 Aug, 2021 0:00	9 Aug, 2021 0:00	Preview

Change report inputs

The mid-year appraisal review also provides the ability to pull through a summary of PDP objectives (as for the induction appraisal) and to create a summary of the WPBA the trainee has completed so far this year, by setting the start date to the date on which the training year commenced and the end date to the day of the meeting. This can be a useful way of checking that the trainee is spreading their WPBA appropriately throughout the attachment.

WPBA summary report

Select Start Date *

1/8/2020

Select End Date *

31/7/2021

Generate report

As with the summary of educational supervisor's reports, clicking on 'preview' next to any given WPBA allows you to review the details of this WPBA in a new window, without navigating away from the mid-year appraisal form.

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WPBA summary report

This report will be stored inside this event with the results as at the time of submission.

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Assessment type	Count	Date	Assessor's Name	Assessor's Role	Preview
CbD	CbD	27 Nov, 2021 11:14	-	-	Preview
	CbD	27 Nov, 2021 11:14	-	-	Preview
CbD	2				
DORPS	DORPS	10 Dec, 2021 9:27	-	-	Preview
	DORPS	27 Nov, 2021 11:14	-	-	Preview
	DORPS	25 Nov, 2021 18:29	-	-	Preview
DORPS	3				
DOST	DOST	25 Nov, 2021 14:03	-	-	Preview
DOST	1				
Mini-CEX	Mini-CEX	10 Dec, 2021 9:38	-	-	Preview
	Mini-CEX	25 Nov, 2021 18:00	-	-	Preview
	Mini-CEX	9 Nov, 2021 15:33	-	-	Preview

Following this, there is space to record details whether any concerns have been raised about the trainee's performance. If you select 'no' then no further information is required. If you select 'yes' then text boxes will appear so that you can record further details.

Supervisor's feedback

Have any concerns been raised about any aspect of performance? *

Yes

If yes, please provide details *

Finally, the educational supervisor should record their comments on the trainee's progress so far and recommendations for the remainder of the year. The 'attach files' button at the end of the form allows any supporting documents to be attached to the report.

Supervisor's feedback

Have any concerns been raised about any aspect of performance? *

No

Supervisor's comments on progress so far *

Kara has completed a good range and number of WPBAs and has been attending physics teaching with Dr Cottle as agreed at our induction meeting. She is feeling more confident about the FRCR part 1 physics module. Feedback from her clinical supervisors has been excellent and she is making good progress against the CIPs at the required level for her stage of training.

Please comment on whether the trainee is on track to meet their targets, areas where the trainee has performed well and any areas of concern

Supervisor's recommendations for the remainder of this training year *

Kara has not yet started a QI project and should give some thought to this. Two projects need completing during the course of training and it would be wise for her to make a start on this now in order to space out her projects appropriately.

Kara needs to complete a minimum of 2 more CbDs, 1 DORPs and 1 DOST in the remainder of this training year.

[Attach files](#)

If the trainee has created the form, they can populate the educational supervisor report and WPBA summaries and submit this to their supervisor who can then complete the report by adding their comments. If the supervisor has created the form, the section for supervisor comments will appear automatically.

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The report can be completed by clicking on the green 'submit' button that appears at the top, right-hand side of the screen while the report is open. This will send it to the trainee's timeline where it can be viewed by anyone with appropriate access to the trainee's account (e.g. the TPD).

The educational supervisor's structured report

Prior to the trainee's ARCP, the educational supervisor must complete the educational supervisor's structured report (ESSR). The purpose of the report is to provide the ARCP panel with a summary of the trainee's overall progress during the period of training under review, including collation of the results of WPBAs, examinations and other evidence of the trainee's progress towards achieving the CiPs. If the timing of the ESSR coincides with the end of the training year, the ESSR can also act as the end of year appraisal without the need to complete a separate end of year appraisal form. There is an option on the ESSR form to indicate this. In some cases, the ARCP may not fall at the end of the training year (e.g. for less than full time trainees or those who have had an extension to their training). In such cases an end of year appraisal form should be completed in addition to the ESSR.

When preparing the ESSR, the educational supervisor should meet with the trainee to review the period of training covered by the ESSR, including achievements and any areas which still need development or give cause for concern. They should review the evidence recorded in the e-portfolio, including clinical supervisor's reports, WPBA, exam results (where relevant) and any other assessments or evidence recorded in the e-portfolio. Through triangulation of this evidence and professional judgement, the educational supervisor will determine the entrustment level that the trainee has reached for each CiP and indicate whether there are any concerns about the trainee's progress that would prevent them advancing to the next training grade. The trainee should be given the opportunity to discuss the information recorded in the ESSR and the likely outcome they should expect from the ARCP panel. This is particularly important where it is likely that the ARCP panel will give a non-progression outcome. In these cases, the educational supervisors should ensure that the trainee understands the reasons for this likely outcome and feels supported to work towards the required level of capability.

The ESSR form can only be started by the educational supervisor. It initially asks for basic trainee information and for confirmation of whether the ESSR will also count as the trainee's end of year appraisal. It is important to note that some of the selections will affect the fields that appear later in the form, for example, if you select ST3 as the training grade there will be no section asking for comment on the clinical oncology-specific CiPs since these are not required until ST4, however selecting ST4 for the training grade will display these fields.

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Trainee details

Clinical oncology training grade

Training Pattern ★

Educational supervisor ★

Does this report serve as the trainee's end of year appraisal? ★
Yes

If yes, please note that there is no need to complete the educational supervisor's end of year report in addition to this form

Period covered by this report

From ★

To ★

It then allows you to pull through information on the posts that the trainee has completed in the period covered by the report, previous educational/clinical supervisor's reports and a summary of the WPBA completed during the period under review. As for the other educational supervisor report forms, clicking on preview next to any listed item will allow you to view it without navigating away from the ESSR. As before, if any of the expected information is missing, please check that the date range entered covers the date range given on the forms being reported on.

Underneath the summary of WPBA and clinical supervisor's reports there is space for the educational supervisor to record their comments.

Comments on workplace-based assessment

Kara has shown excellent engagement with training and has completed a good range and number of WPBAs over the year, completed by appropriate members of the multidisciplinary team including 50% completed by CO and MO consultants. She has taken an organised approach to WPBA, arranging these in advance and ensuring that she focused on areas where she required feedback and development. Her WPBAs show a clear progression in her capabilities and confidence, as well as some interesting cases. Kara's CbDs particularly demonstrate that she has taken on complex discussions and difficult decision making, and has performed to a high standards, managing difficult consultations sensitively and communicating effectively - "was able to break bad news with compassion and in an appropriate way for the age of the patient".

Comments on clinical supervisor's reports

Kara's clinical supervisor reports have been completed in a timely way throughout each attachment. The reports demonstrate that Kara consistently performs to a high standard, communicating well with colleagues and working well as part of each team. It is clear that she is highly regarded by each of her clinical supervisors: she has been described as "a pleasure to work with, conscientious, diligent, hardworking and dependable" by the breast team and the lung team commented that she "worked well within the team - highly thought of by staff and patients." Her clinical supervisors show that she is achieving the CiPs at an appropriate level for her stage of training and achieving above the minimum level for her stage of training in some CiPs.

In addition to general comments on WPBA, the ESSR also asks for specific comments on the multisource feedback (MSF) or multiple consultant report (MCR) for years where these are required. Please note that the space for recording comments on the MCR will only appear if you have selected a training grade where an MCR is required in the first question of the form

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Multi-source feedback

Has an MSF been completed in this period, with a minimum of 12 responses? ★

Yes

Comments on the MSF

Some MSF responders have commented that Lee has turned up late to clinic and has not taken on as much responsibility as would be expected at this stage in training. Lee's chosen raters for the MSF could be expanded to include a broader range of colleagues (e.g. nursing staff, more consultants). Too many of his chosen raters were junior doctors/SpRs at the same level of training as him.

The ESSR also asks for feedback on any quality improvement projects or audits that the trainee has undertaken, including those in progress. You can upload documents providing evidence of this by dragging and dropping files from your computer into the upload box. There is a similar section on research experience including the ability to upload documents.

Audit/quality improvement project

Has an audit/quality improvement project been completed in this period? ★

In progress

Comments on the audit/quality improvement project

Kara has undertaken an audit looking at the prescription of thrombo-embolism prophylaxis for cancer in-patients - she initiated the audit, collected data and presented results at our local audit meeting and has done a teaching session for the junior doctors on how this could be improved upon. She has plans to re-audit this next year.

Please attach any relevant evidence of audit/quality improvement activity

Please upload a document

The document you upload here will default to be shared with anyone that has permission to view your portfolio. If you require this to be private then please change the status after upload is complete.

Drag and drop documents here or Click to select from your device

Filter by docs/folders names



This is followed by a field to record the results of any exams taken during the period under review and space to review the trainee's progress towards their PDP objectives, before the form moves on to record the entrustment level that the trainee has achieved for each of the CiPs. For ST3 trainees supervisors are asked to record the entrustment level that the trainee has achieved for the generic and shared oncology CiPs. For ST4-ST7 trainees, supervisors are also asked to record entrustment levels for the clinical oncology-specific CiPs. The form includes a reminder of the level descriptors and a link to the ARCP decision aid in the introduction to this section of the report which will allow you to review the minimum expectations for the trainee's stage of training. This opens in a separate window so that you do not need to navigate away from the report.

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Overall level achieved in the CiPs

Please indicate the overall level achieved by the trainee in each of the CiPs listed below.

Level descriptors:

- [Level 1](#) - Entrusted to observe only - No provision of direct clinical care.
- [Level 2](#) - Entrusted to act with direct supervision - The supervising doctor is physically within the hospital or other site of patient care and is immediately available to provide direct supervision.
- [Level 3](#) - Entrusted to act with indirect/minimal supervision - The supervising doctor is not physically present within the hospital or other site of patient care, but is immediately available by means of telephone and/or electronic media, to provide advice and can attend physically if required to provide direct supervision.
- [Level 4](#) - Entrusted to act unsupervised - The trainee is working independently and at a level equivalent to a consultant.

The minimum level that trainees are expected to reach for each stage of training can be found on the [ARCP decision aid](#) (click for link).

Progress towards achieving the generic CiPs:

CiP 1 - Able to successfully function within NHS organisational and management systems

Entrustment Level ★

Level 1 - Entrusted to observe only
Level 2 - Entrusted to act with direct supervision
Level 3 - Entrusted to act with indirect supervision
Level 4 - Entrusted to act independently

The level selected for each CiP should represent an overall judgement of the trainee's progress during the training year. The trainee's clinical supervisor reports may record different levels for the same CiP for different attachments and the educational supervisor will also have to be mindful of the tumour sites and other experience that the trainee is yet to cover. The free text feedback in the clinical supervisor reports, review of WPBA and other evidence, and discussion with the trainee should all inform judgement of the overall level achieved.

Trainees are not expected to reach level 4 for any CiPs until the later stages of training and are expected to show progress through the levels for each CiP during their training. The [ARCP decision aid](#) shows the indicative minimum levels that the trainee is expected to meet by the end of each stage of training as a guide.

Once levels have been entered for each of the CiPs, the form moves onto a section providing general feedback on the trainee's progress, areas for development, targets for the next review period and a summary of discussions around career planning.

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Feedback on trainee progress

Comments on the trainee's successes in the period covered by the report: ★

Kara has worked hard throughout the year and successfully passed her FRCR part 1. Her clinical supervisors have commented on her diligence and dedication to her clinical work and she is a well regarded member of the team. She has made effective use of WPBA to support her progress and has met the minimum required entrustment level for all CIPs.

Please refer to the trainee's clinical capabilities, procedural skills, teaching, leadership, communication skills, time management and engagement with educational events/opportunities.

Comments on areas for development: ★

Kara is aiming to arrange oncology specific teaching for junior doctors to help develop herself as an educator (CIP 6) and should aim to complete her planned re-audit. She should focus on getting more experience with radiotherapy planning and contouring.

Please refer to the trainee's clinical capabilities, procedural skills, teaching, leadership, communication skills, time management and engagement with educational events/opportunities.

Targets for next year: ★

Become competent at planning palliative radiotherapy under direct supervision for the specialties she will rotate through.
Develop a teaching course for the junior doctors working in Oncology on acute oncology
Organise a re-audit of venous thrombo-embolism prophylaxis

Please refer to the trainee's clinical capabilities, procedural skills, teaching, leadership, communication skills, time management and engagement with educational events/opportunities.

Summary of career planning: ★

We discussed Kara's goals and particular interests within oncology. She is going to think of particular areas of interest with a view to thinking ahead about potential fellowships after completion of her FRCR.

This may include plans for out of programme activities, research, consultant jobs or other career planning as appropriate to the stage of training.

Following this, there is space to record details of any complements or commendations that the trainee has received, as well as details of any concerns or investigations. If you select 'no' when asked if you are aware of any commendations/ investigations then no further information is required. If you select 'yes' then text boxes will appear so that you can record further details. Supervisors are also asked to comment on the trainee's honesty, probity and health.

Compliments/commendations

To your knowledge, has the trainee received any compliments/commendations? ★

Yes

If yes, please provide further detail ★

thank you cards received from patients, positive feedback from medical student teaching

Concerns/investigations

Has the trainee been involved in any conduct, capability, or serious untoward incidents/significant event investigation, or named in any complaint? ★

Yes

If yes, have these been resolved satisfactorily with no remaining concerns about the trainee's fitness to practice or conduct? ★

Yes

Irrespective of outcome, has the trainee reflected on the incident? ★

Yes

Further comments ★

Reflection recorded in e-portfolio

Honesty, probity and health

Do you have any concerns about the trainee's honesty and probity? ★

No

Do you have any concerns about the trainee's health? ★

No

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Finally, supervisors are asked whether they have any concerns about the trainee's progress that would prevent them advancing to the next training grade. It is worth noting that, as stated in the help text below this field, concerns about progress may be due to circumstances outside of the trainee's control that have nonetheless impacted on their progress (e.g. redeployment due to COVID-19) and do not necessarily imply any fault on the part of the trainee. If there are concerns about progress the supervisor should explain these fully. It is important that where there are any concerns about a trainee's progress that these are documented as thoroughly as possible in the structured report to allow appropriate consideration by the ARCP panel.

Any additional evidence relating to any part of the report can be added by using the 'attach files' button at the end of the form. Examples which could be attached include thank you cards, positive feedback from medical student teaching or local recognition acknowledgements.

Trainee progression

Do you have any concerns about the trainee's progress? ★

Yes ▼

Note: these concerns may be external factors (e.g. training missed due to COVID-19) and do not necessarily imply any fault on the part of the trainee.

If yes, please provide further detail ★

Lee's CS reports have documented that he has been slow to engage with the e-portfolio and despite encouragement from his CS has not attended meetings on time. Lee needed repeated encouragement to ensure that the minimum number of WPBAs were completed in time for his ARCP.

The report can be completed by clicking on the green 'submit' button that appears at the top, right-hand side of the screen while the report is open. This will send it to the trainee's timeline where it can be viewed by anyone with appropriate access to the trainee's account (e.g. the TPD and ARCP panel).

The educational supervisor's end of year appraisal

If the trainee's ARCP does not coincide with the end of the training year, then an end of year appraisal should be carried out in addition to the ESSR. The ESSR can serve as the end of year report if the timing of the ARCP and the end of year appraisal coincides, in which case the end of year appraisal form does not need to be completed. It is important to note that an ESSR must always be completed in advance of the trainee's ARCP.

When completing the end of year appraisal, the trainee and educational supervisor should meet to review the past year of training, including achievements and any areas which still need development or give cause for concern. They should review the evidence recorded in the e-portfolio, including clinical supervisor's reports, WPBA, exam results where relevant and any other assessments or evidence recorded in the e-portfolio. This meeting should be documented using the 'educational supervisor's end of year appraisal' form in the Kaizen e-portfolio.

Similar to the ESSR, the end of year appraisal form can only be started by the educational supervisor and begins with basic information about the trainee. It also provides summaries of previous educational supervisor reports, clinical supervisor reports, WPBA completed and the PDP objectives set at the start of the training year.

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Trainee details

Clinical oncology training grade

Training Pattern *

Educational supervisor *

Has an educational supervisor's structured report been completed for this trainee? *

Please note: an educational supervisor's structured report must be completed in advance of the trainee's ARCP. This report alone will not be sufficient for ARCP. The structured report can serve as the end of year report if the timing of these two reports coincides, in which case this end of year appraisal form does not need to be completed.

The educational supervisor enters their feedback on what the trainee has done well, areas for development, any further evidence that the trainee should add to their e-portfolio, and recommendations for their future training. Finally, the supervisor states whether they have any concerns about the trainee's progress. As for the ESSR, concerns about progress may be due to circumstances outside of the trainee's control that have nonetheless impacted on their progress (e.g. redeployment due to COVID-19) and do not necessarily imply any fault on the part of the trainee. If there are concerns about progress the supervisor should explain these fully.

Any additional evidence relating to any part of the report can be added by using the 'attach files' button at the end of the form.

Educational supervisor's comments

What was done well: *

Kara has worked hard throughout the year and successfully passed her FRCR part 1. Her clinical supervisors have commented on her diligence and dedication to her clinical work and she is a well regarded member of the team. She has made effective use of WPBA to support her progress and has met the minimum required entrustment level for all CiPs.

Suggested areas for development: *

Kara is aiming to arrange oncology specific teaching for junior doctors to help develop herself as an educator (CiP 6) and should aim to complete her planned re-audit. She should focus on getting more experience with radiotherapy planning and contouring.

Is any further evidence of progress required (e.g. further workplace-based assessment)? *

Recommendations for future training: *

Become competent at planning palliative radiotherapy under direct supervision for the specialties she will rotate through.
Develop a teaching course for the junior doctors working in Oncology on acute oncology
Organise a re-audit of venous thrombo-embolism prophylaxis

Do you have any concerns about the trainee's progress? *

Note: these concerns may be external factors (e.g. training missed due to COVID-19) and do not necessarily imply any fault on the part of the trainee.

Attach files

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The report can be completed by clicking on the green 'submit' button that appears at the top, right-hand side of the screen while the report is open. This will send it to the trainee's timeline where it can be viewed by anyone with appropriate access to the trainee's account (e.g. the TPD and ARCP panel).

Useful resources for educational supervisors

- The RCR's [curriculum webpages](#) contain several useful documents to support educational supervisors, including ARCP decision aids, a guide to entrustment levels and guides for individual WPBA, which can all be found in the '[assessment](#)' section.
- The '[Gold Guide](#)' (also known as 'A Reference Guide for Postgraduate Foundation and Specialty Training in the UK') sets out the arrangements agreed by the four UK health departments for specialty training programmes. It includes requirements for supervision and appraisal of trainees.
- Educational supervisors are required to be specifically trained for this role and recognised in line with the GMC's '[Recognition and Approval of Trainers](#)' requirements.
- The RCR provides [workshops](#) that have been designed to allow supervisors to develop the required capabilities for GMC recognition as an educational supervisor. These include an introductory supervisor skills course and a course focusing on the specific skills required to support trainees in difficulty.
- The GMC use the Academy of Medical Educators' [Professional standards for medical, dental and veterinary educators \(2014\)](#), as the criteria against which all trainers in recognised roles must provide evidence of their ongoing professional development. These standards have since been updated and although the GMC continues to use the 2014 edition for approval and recognition of trainers, the [updated standards](#) are also a useful resource for educational supervisors.
- In collaboration with the University of Dundee, the RCR has developed a [postgraduate certificate in medical education](#). The PgCert for oncology is designed for trainee and consultant oncologists with an interest in developing their careers in medical education.