

Educational Supervisor Programme Summary

Module	Lesson Overview	Mapping to Educational Supervisor Framework	Delivery Style
MODULE 1: EDUCATIONAL SUPERVISION	<p>1. Introduction To Educational Supervision</p> <ul style="list-style-type: none"> Describe supervision and distinguish between the roles of a Practice Supervisor, Educational Supervisor and an Educational Programme Director Describe the role and key attributes of an Educational Supervisor and explain how these can be seen as good role modelling for others 	1.1. Expert Skills & Knowledge 1.2. Patient Accountability 1.3. Reasoning & Judgement 1.4. Professional Autonomy 2.1 Communication 2.2 Widening Participation & inclusion 2.3 Teamwork	Webinar & Audio
	<p>2. Developing Your Role For Effective Educational Supervision</p> <ul style="list-style-type: none"> Recognise how to develop into an effective Educational Supervisor Demonstrate an in-depth understanding of the learners' training programme Understand Learning agreements and ensure all parties are aware of their roles and responsibilities within this agreement Be able to link a trainee's experience from one placement to the next to aid development and progression Understand the need of stakeholders Demonstrate effective communication Be able to communicate clearly of plans and targets Understand the importance of learning relationships Generate a Personal Development Plan 	1.1. Expert Skills & Knowledge 1.2. Patient Accountability 1.3. Reasoning & Judgement 1.4. Professional Autonomy 2.1 Communication 2.2 Widening Participation & inclusion 2.3 Teamwork 3.1 Theoretical 3.2 Individuals and curriculum 3.3 Educational Planning 3.4 Guidance 5.1 Manages placements 5.2 Information and learning resources 5.3 Strategic management 5.4 Quality 6.1 Strategic context 6.2 Professional updating	Webinar & Audio
	<p>3. Your Role In Patient Safety</p> <ul style="list-style-type: none"> Develop an understanding of patient safety principles and Quality Management Systems (QMS) Appreciate the roles of the Educational and Practice Supervisors in enhancing 'Patient Safety' Use work-based patient safety incidents to stimulate learning of how both the ES and PS can enhance patient safety 	1.2 Patient Accountability 1.3 Reasoning & Judgement 1.4 Professional autonomy 2.1 Communication 2.3 Teamwork	Webinar & Audio

MODULE 2: EDUCATIONAL THEORIES	4. Mentoring & Coaching <ul style="list-style-type: none"> Define and describe the differences between coaching and mentoring and how they are applied in practice by a Supervisor Outline the models of coaching and mentoring Describe the 'Grow' model Describe the 'Achieve' model 	1.1. Expert skills and Knowledge 2.1. Communication 2.2 Widening Participation & inclusion 3.4 Guidance	Webinar & Audio
	5. Educational Theories <ul style="list-style-type: none"> Outline the educational theories that support effective learning including Behaviourism, Constructivism, Constructive Cognitivism, Social Constructivism, Lev Vogotsky vs Bruner Cognitive theory and the 4 lenses of Reflective Practice 	3.1 Theoretical 3.2 Individuals and curriculum 3.3 Educational Planning 3.4 Guidance 4.1 Knowledge, skills and assessment 4.2 Programme requirements	Webinar & Audio
	6. Models Of Learning Styles <ul style="list-style-type: none"> Describe the different models of learning styles including, Kolb's, Honey and Mumford, Meyers and Briggs and VARK Understand how learning preferences may influence the effectiveness of learning Identify trainees' learning styles and be able to adapt your methods to their needs 	2.2 Widening Participation & inclusion 4.1 Knowledge, skills and assessment	Webinar & Audio
	7. Introduction To Giving Effective Feedback <ul style="list-style-type: none"> Consider the different contexts in which feedback can be given Discuss some of the issues involved in giving feedback in today's health education system 	2.2 Widening Participation & inclusion 4.4 Feedback 4.5 Identified Special educational needs	Webinar & Audio
	8. Models For Giving Effective Feedback <ul style="list-style-type: none"> Describe models used when giving effective feedback Identify the advantages and disadvantages of the various models for giving effective feedback 	2.2 Widening Participation & inclusion 4.4 Feedback 4.5 Identified Special educational needs	Webinar & Audio
	9. The Principles Of Giving Effective Feedback <ul style="list-style-type: none"> Be familiar with the principles of giving effective feedback Give feedback to trainees on performance in a constructive manner including how the quality of work or performance can be improved Receive feedback from trainee's and explain the importance of this Identify learning opportunities from feedback received and generate a development plan on how this will be met 	4.4 Feedback 4.5 Identified Special educational needs	Webinar & Audio
MODULE 3: GIVING EFFECTIVE FEEDBACK			

10. Developing Training Plans

- Be able to identify your trainees training needs and develop individualised training plans
- Identify possible learning opportunities for the trainee
- Develop SMART objectives with individual trainees
- Enable the trainee for self-directed learning

3.1 Theoretical
3.2 Individuals and curriculum
3.3 Educational Planning
3.4 Guidance

Webinar & Audio

11. Introduction To Work-based Assessments

- Recognise robust work-based assessment opportunities
- Discuss some of the issues involved in work-based training in today's health education system
- Assess work or performance against set criteria
- Plan work-based assessments and learning objectives with trainees to meet competency requirements

4.1 Knowledge, skills and assessment
4.3 Assessment and record-keeping

Webinar & Audio

12. Monitoring & Assessing Performance

- Describe Miller's Triangle and how this is applied to the initial education and training standards for pharmacist and pharmacy technicians
- Understand the types of different assessments used within the workplace
- Demonstrate the principles of assessment of learning
- Link assessment to goals of the training programme
- Complete relevant documentation in a timely manner
- Communicate with appropriate individuals that are involved and the wider team regarding the trainee and the competency programme
- Review progress of trainee's performance against set criteria or standards
- Identify poor and good performance against specific criteria

4.1 Knowledge, skills and assessment
4.3 Assessment and record-keeping
4.6. Monitoring progress

Webinar & Audio

Trainees Requiring Additional Support

- Develop strategies to support a trainee
- Identify early indicators that a trainee is likely to become a TRAS
- Identify when a trainee requires to be referred to TRAS
- Understand the TRAS refer process and documentation required and the roles of all involved within TRAS
- Demonstrate how to prepare, agree and monitor an action plan and record possible discussions to be had with the trainee
- To know the next steps if a TRAS action plan is not met or if the situation escalates

2.2. Widening Participation & inclusion
4.5 Identified Special educational needs
5.1 Manages Placements
5.4 Quality
2.1 Communication

Live Session