

2020 National Neurosurgery Recruitment

Structured Educational Supervisors Report

Candidate Name	
Candidate GMC No.	

This candidate has applied for a Specialty training post(s) in Neurosurgery and has given your name as his/her Educational Supervisor. We would be very grateful if you would provide us with information requested below.

This report should comment on the strengths and weaknesses of the candidate as a trainee and his/her potential aptitude for training in a demanding surgical specialty. This is not a personal testimonial but your objective assessment of the candidate's competencies. The report will form part of the candidate's portfolio and will be reviewed independently by two Selectors at the National Selection Centre. If the candidate is successful, your report will be made available to the candidate's future Training Programme Director and Deanery.

This report form has been developed with the General Medical Council publication "Good Medical Practice" in mind. Your attention is drawn to the GMC guidance:

"When providing references for colleagues, your comments must be honest and justifiable; you must include all relevant information which has a bearing on the colleague's competence, performance, reliability and conduct"

(GMC Good Medical Practice, Second Edition, July 1998 – The duties of a doctor registered with the General Medical Council, Item 11 – References.)

Please note that we can only accept the report on this structured form.

Please state the dates the candidate was supervised by you:			
Date started:		Date finished:	
Position held / Grade:			
Location:			

Are you aware of this candidate being the subject of any formal disciplinary procedures?
YES <input type="checkbox"/> NO <input type="checkbox"/> If Yes, please give details:

Please give your opinion regarding the candidate's knowledge, skills and personal attributes by ticking the appropriate boxes. The descriptors for each rating are intended to provide guidance. Please use the additional space to provide information supporting your rating; this is essential if you have given a rating of D or C.

Clinical Knowledge & Expertise: Appropriate knowledge base and capacity to apply sound clinical judgement to problems. Capacity to prioritise clinical need.			
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Good to excellent	Satisfactory	Weak	Cause for concern
Comments/evidence:			
Communication Skills: Capacity to communicate clearly and effectively with others, adjusting behaviour and language (written/spoken) as appropriate to needs of differing situations.			
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Always speaks clearly, gives others time to speak and checks understanding	Usually communicates clearly, tends to use appropriate language	Can be lacking in clarity and coherence when communicating with others	Uses technical language that others do not understand, ignores what they have to say
Comments/evidence:			
Empathy & Sensitivity: Capacity and motivation to take in patients'/colleagues' perspectives and treat others with understanding.			
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Always shows empathy and sensitivity, gives reassurance to others	Usually demonstrates empathy towards others	Shows some interest in the individual and occasionally reassures others	Is not sensitive to the feelings of others and treats them in an impersonal manner
Comments/evidence:			
Professional Integrity: Capacity and motivation to take responsibility for own actions. Respect for position, patients and protocol.			
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D
Takes full responsibility for their own actions, demonstrates respect for all	Often shows respect to others, is generally aware of ethical issues	Sometimes seeks to blame others for their actions	Does not take responsibility for their actions, does not demonstrate respect for others
Comments/evidence:			

<p>Problem Solving & Decision Making: Capacity to think beyond the obvious, with analytical but flexible mind. Capacity to bring a range of approaches to problem solving and decision making.</p>			
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Thinks beyond surface information, uses a range of problem solving strategies	Usually thinks beyond surface information, able to make decisions	Often relies on surface information, can be hesitant when making decisions	Lets assumptions guide diagnosis/decision making, does not think around issues
Comments/evidence:			
<p>Organisation & Planning: Capacity to organise time/information in a structured and planned manner. Capacity to prioritise conflicting demands and deliver on time.</p>			
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Excellent at managing own time and prioritising workload	Usually able to prioritise tasks and meet deadlines	Is often late for meetings and deadlines and disorganised with paperwork etc.	Is always late for meetings/deadlines and unable to prioritise tasks
Comments/evidence:			
<p>Learning & Development: Capacity and motivation to learn from experience, commits time and resources to appropriate personal and professional development activities.</p>			
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Actively seeks out constructive criticism/feedback and development opportunities	Often learns from experience, generally reacts well to constructive criticism/feedback	Needs assistance in identifying own development needs/targets	Reacts badly to constructive criticism or feedback, not interested in own development
Comments/evidence:			
<p>Managing Others & Team Involvement: Capacity to work effectively in partnership with others and demonstrate leadership when appropriate.</p>			
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Is excellent at supporting and motivating others, able to lead when appropriate	Recognises contribution of others, usually able to compromise	Tends to take a 'back seat' rather than participating, reluctant to lead	Sticks rigidly to their own agenda, critical of others' ideas
Comments/evidence:			
<p>Working under Pressure: Capacity to work effectively under pressure, remaining calm and objective. Demonstrates initiative and resilience to cope with setbacks and rapidly changing circumstances.</p>			
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Always remains calm under pressure, rapidly adapts to changing situations	Often recognises when to share workload, able to cope with changing circumstances	Finds it difficult to remain calm under pressure or to switch off after work	Loses temper easily, refuses to share workload, unable to adapt to change

Was the candidate's attendance/timekeeping satisfactory?
YES <input type="checkbox"/> NO <input type="checkbox"/> If No, please give details

Would you be happy to work with this candidate again?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Comments/evidence	

Recommendation of candidate for training in neurosurgery?			
Strongly without reservation	<input type="checkbox"/> A	Would have some reservations	<input type="checkbox"/> C
Could recommend as competent	<input type="checkbox"/> B	Could not recommend for training	<input type="checkbox"/> D
If you have any other comments regarding this candidate's application for training in neurosurgery, please give details here:			
SIGNATURE		NAME (print in block capitals)	
POSITION HELD		CONTACT TELEPHONE NO.	
Name of deanery/hospital/practice/organisation		DATE	

<p>Please return this report to the trainee to add to their portfolio</p>
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