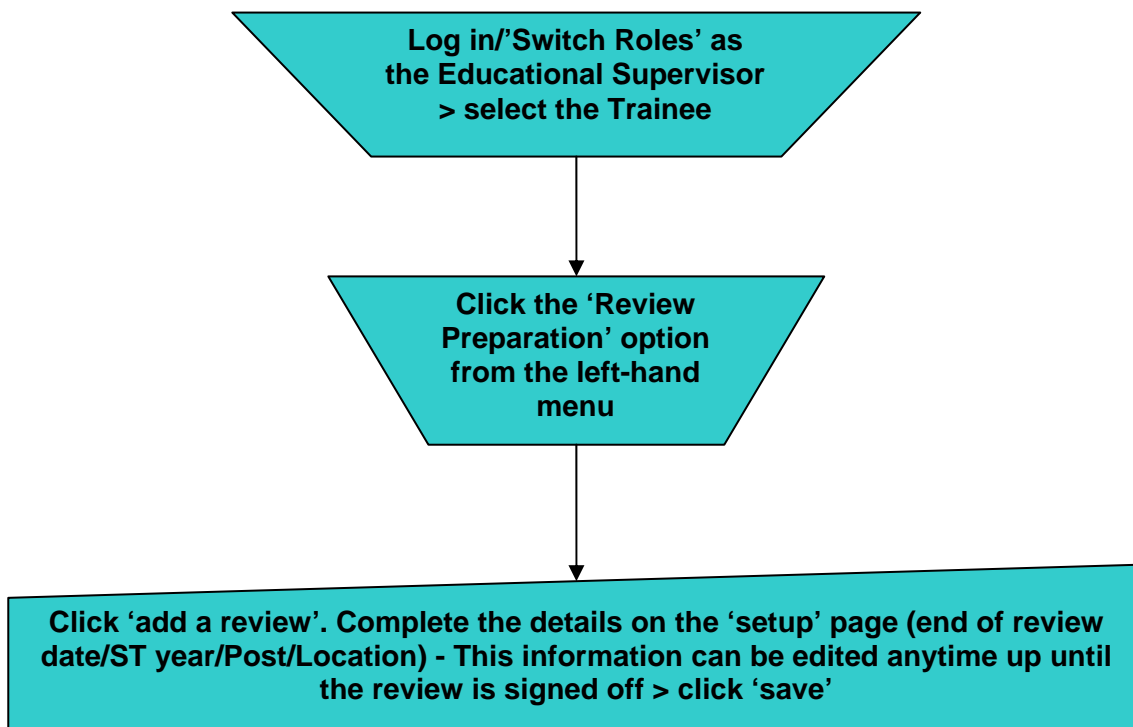# Educational Supervisor's Review – A step-by-step guide

The ESR was significantly revised for Version 5.0 of the Trainee ePortfolio released in August 2010, following feedback from Trainees, Trainers, Educational Supervisors and Secondary Care Clinical Supervisors. The main purpose of those revisions was to improve the quality of the information available and the "flow" of the assessment and feedback process. As a result, Supervisors should be better able to make their global judgements and give formative feedback for the Personal Development Plan (PDP).

The idea behind the report is to encourage Trainees to think more about the evidence that they submit and encourage a greater understanding of the competence framework.

It should also encourage Educational Supervisors to look for specific evidence on which to base their judgement for each of the domains and then provide specific recommendations for the Trainee, to encourage progression before the next review.

Please see below for a few tips to ensure that the process runs smoothly:

Create (not complete) one review at the start of each review period (every 6 months) if one has not already been created:

Log in/'Switch Roles' as the Educational Supervisor > select the Trainee

Click the 'Review Preparation' option from the left-hand menu

Click 'add a review'. Complete the details on the 'setup' page (end of review date/ST year/Post/Location) - This information can be edited anytime up until the review is signed off > click 'save'

A new review has now been created which can be accessed later using the 'edit review' option in the review preparation page.

Known issues and things to avoid:

- **Setting up more than one review for the same period i.e. with similar/the same 'end of review' date** – solution: if this has occurred change the dates in the reviews to the 'next' review date (approximately 6 months apart) on the 'setup' page – locate open reviews under 'continue/edit reviews' in the left hand menu.

- **The 'end of review date' has passed and the Trainee has not been able to complete and submit their comments** – solution: temporarily amending the review date to a future date on the 'setup' page of the review will restore access to the necessary form (If this date is met or has passed, the Trainee will no longer be able to access the relevant form) – locate open reviews in the 'review preparation' page. Once completed, the date can be changed back.

- **The Trainee completing the competence self ratings for the wrong review** –To avoid –

  - Ask the Trainee to ensure they have submitted their comments at least two weeks before the 'end of review' date.
  - Trainees should check at the top of the self rating form – this will indicate which review period it is for. If the 'current' review details are not displaying, has the 'end of review date' passed?
  - If the Trainee has completed the self ratings for the wrong review please contact the Helpdesk for further assistance (tep@rcgp.org.uk).

- **Completing an ESR *and then* setting it as 'Out of Post' on the setup page.** This will overwrite the contents with the 'out of post' comments - the ES competence feedback comments section cannot be edited subsequently. **Unfortunately it is not possible to retrieve information that has been overwritten.** To continue to edit and use a review that has been incorrectly set as 'out of post', untick the option on the setup page and 'save' the review before continuing to make any further entries.
NB. The 'Out of Post' option is only intended as an administrative function in those cases where the Trainee has been OOP since the last review and therefore there is no requirement for the ES to undertake a 'proper' review.

- **The wrong ST Year has been selected or the reviews appear out of order –** Check the end of review dates are correct. If the ST years and numbering are mixed up, contact the Helpdesk to get them re-ordered.

*New from August 2013 *

Trainee self rating professional competence areas

The Trainee will have the ability to link each entry to 3 specific pieces of evidence (learning log, assessment) which will appear as hyperlinks in the record. This provides ease of navigation in accessing these items for review.

Educational Supervisor ratings professional competence areas

The Educational Supervisor will now be provided with visibility of the Trainee's entry and rating information on the same page as the ES feedback boxes which will reduce the need for navigating between sections.

The ES will still need to write in the evidence and actions boxes saying how they themselves interpret the evidence and trainee's self rating with their own justification to support the rating selected. The new layout, however, should ensure that the evidence the ES needs for reference is easily accessible whilst they are writing the Review itself.

The ES will be asked "Do you agree that the evidence the trainee has provided demonstrates sufficient progression in the current review period?" They will then be given the option to select up to a maximum of three more pieces of evidence if they wish; this will be from a summary table of all evidence during that review period which relates to that specific competence.

Link to PDP – up to five of the competence areas 'agreed actions'

Tick the box below the 'agreed actions' text and this will be copied in to the 'learning plan' section on the final page of the review. This can be done for up to a maximum of 5 separate competence areas. The text copied in to the learning plan can then be edited as necessary.

A minimum of 3 learning plan entries are required on the final page and can also be entered in manually – when the ESR is signed/submitted, these will insert as PDP entries in to the ePortfolio for the Trainee.
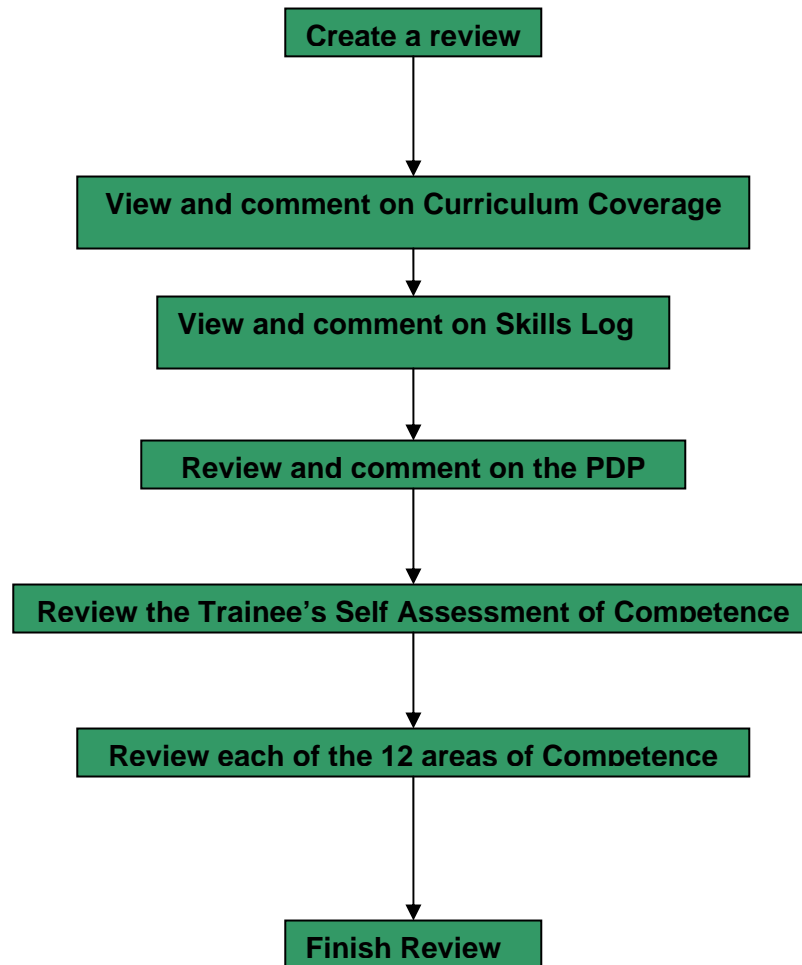**TIP:** If the 'link to PDP' box has been ticked but the text was not copied to the final page, navigate to the 'Competence Areas - Ed Sup' tab, scroll to the bottom and use the 'continue' navigation button to load the final page of the ESR. This will ensure the text is copied as expected.

Final Page – Do you believe this to be the trainee's final review? yes/no

On the final page near the end of the ESR is the question: "Do you believe this to be the trainee's final review?" If 'yes' is selected, this will present two further options for confirming if the Trainee holds a valid CPR and AED certificate and if they have met the Out of Hours requirements.
TIP: These options can be accessed at any time during the training programme but are best left unanswered until the final review. These are mandatory requirements – if they are not met and the options left unticked the Trainee cannot be certified.

A summary of the review process

Create a review

↓

View and comment on Curriculum Coverage

↓

View and comment on Skills Log

↓

Review and comment on the PDP

↓

Review the Trainee's Self Assessment of Competence

↓

Review each of the 12 areas of Competence

↓

Finish Review

Shortcuts to writing a quality Educational Supervisors Report: an Educational Supervisors guide

Contents

Background

An Educational Supervisors Report (ESR) is conducted every six calendar months for all GP trainees, as prescribed by the *Gold Guide*. The ESR format was updated in 2010. It draws together information from many sources in order to provide regular, formative feedback to the trainee, and to inform the decision making of the ARCP panel.

Aim of this document

Trainees need feedback on their educational progress and as such, the ESR is an important educational tool. However, educational supervisors have a heavy workload and the RCGP is keen to ensure the current Trainee ePortfolio software is being used as effectively as possible to facilitate the ESR process.

What makes an 'effective' ESR?

Gold Guide *description of the ESR*
- "is a synthesis of the evidence in the trainee's learning portfolio which **summarises** the trainee's workplace assessments, experience and additional activities which contribute to the training process. The report and the discussion which should ensue following its compilation must be **evidence based**, **timely**, **open** and **honest**." [*Gold Guide,* fourth edition, paragraph 7.35]

RCGP ESR criteria
The RCGP has used the *Gold Guide* to articulate three markers of good ESRs. You may
wish to bear these criteria in mind when writing your ESR. At the end of training the final two
ESRs will automatically get carried over to the doctor's RCGP Revalidation ePortfolio.
The RCGP ESR criteria (Updated November 2013)

Acceptable	ESR Needs Further Development
• Judgements are generally referenced to a range of the available, relevant evidence, and include interpretation of this evidence • Judgements appear to be justifiable • Suggestions for trainee development are routinely made and appear to be appropriate	**a)** The Educational Supervisor (ES) has not based their judgement on *sufficient* evidence supplied by trainee and/or the ES (Quantity of evidence) **b)** When making their judgement, the ES has used *inappropriate* evidence, supplied by the trainee and/or by the ES (Quality of evidence) **c)** When making their judgement, the ES has failed to show their interpretation of the evidence (Quantity of narrative interpretation) **d)** When making their judgement, the ES has failed to appropriately interpret the evidence and/or has failed to provide their own interpretation that is distinct and independent from the trainees (Quality of narrative interpretation) **e)** The ES has failed to provide appropriate action plans for future trainee development, including in the final review of GP Training

How to speed up the ESR writing process

An effective ESR is an evidenced, reflective and studied piece of work, with significant
educational value, so it inevitably requires a certain amount of protected time to complete.
However, there are a few practical tips which may streamline the process and may make the
ePortfolio work better for educational supervisors writing ESRs.

Two technical pointers –
1. **Use multiple internet browser tabs**. Most internet browsers allow you to have
   multiple web pages open at the same time, which can make it much easier to switch
   quickly between different pieces of information. Figure 1 and 2 are examples of how
   multiple tabs look in two different internet browsers.
   ❖ As long as you only open multiple tabs for the **same ePortfolio,** this will not cause
      any technical problems. Opening different trainees' ePortfolios in different tabs is

❖ **We would strongly advise that you only use one tab for editing/writing work, and any others just for reading information.**

❖ Using multiple tabs may make your browser run somewhat slower. The effect of this will vary depending on the specifications of your computer.

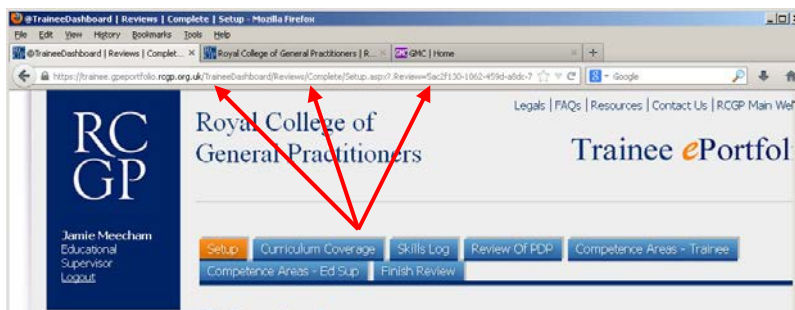Figure 1. A screenshot of three tabs open in Mozilla Firefox.

Figure 2. A screenshot of three tabs open in Internet Explorer.

You can make different parts of the same ePortfolio open in different tabs so you can switch between them. This is done by using the **right-hand mouse button**. Where usually you would click on an area with the ePortfolio with your left-hand mouse button to navigate there, if you click it with your right-hand mouse button, a number of options will pop up – as in Figure 3.

Figure 3. A screenshot of the options given when right-clicking on a hyperlink.
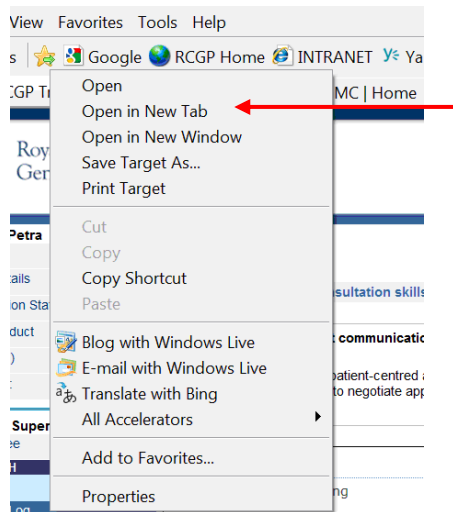
If you select the option "**Open in New Tab**" (pointed out by the red arrow in Figure 3), this will open the information you clicked on in a new tab, without losing the page you were already on.

It may be helpful when completing your ESR, to have certain 'reference items' open in other tabs, such as the learning log or competence table, as well as a tab with the ESR section you are currently completing. This would make it easier to copy and paste information such as dates, for example.

Some low-tech tips and reminders–

2. **Do the work on a continual basis** – you should engage with the trainee's ePortfolio all year round, and not just toward the end of the review period. As well making writing the ESR easier, this also ensures that the trainee has formative feedback throughout training and not just twice a year at review times. This should include:

   a. Removing inappropriate links between a log entry and curriculum heading (you can do this anytime).

   b. Linking log entries to the professional competences (you can do this at any time). This creates a cumulative table of evidence relating to the competences, which you are able to refer to when writing your ESR.
      ❖ To help clarify your reasons for making the link, both for yourself in future, and for your trainee, you may wish to add an explanatory comment to the log entry.

   c. Commenting on log entries (this can be done at any time). Commenting on a log entry can be a good way to increase its prominence.
      ❖ To see only the log entries that have been commented on (by the trainee/yourself/other trainers), in the learning log, click "Has Comment" on the far right column in order to display only the entries with comments.
      ❖ To see the log entries that only *you* have commented on, click "Download" on the left-hand navigation menu, and then select "Learning Logs". Only entries you have commented on will appear. You may wish to export these to a PDF you can

http://www.rcgp.org.uk/gp-training-and-exams/mrcgp-information-for-deaneries-supervisors-and-trainers.aspx.

   d. Once the review has been set up, you can start writing it anytime during the review period, and then click "Save" and return to it later. You can move between the different sections of the review by clicking the hyperlinks at the top of the page. This means that, for example, if you complete a significant COT/CbD with your trainee, you can immediately enter a comment in the relevant competence rating section of the ESR, drawing on this evidence whilst it is still fresh in your mind.

3. **Use the trainee's competence self-rating**. Encourage your trainee to flag in their competence self-rating any particular pieces of evidence which they believe illustrate progress in the competence in question. The more specific they are, the more likely you are to be able to find and consider the evidence easily. Make sure you reference a range of ePortfolio evidence in your comments, and provide interpretation of the evidence, even if the trainee does not. An example of a very effective trainee self-rating can be found in Annex 1.
    ❖ You may wish to encourage your trainee to complete their self-ratings in a timely fashion, to make sure you have their ratings to consider as evidence when writing your report.

4. **Use the competence table**. This is displayed for you when you click the "Competence Areas – Ed Sup" section of the review, or is accessible through "Competence Areas" in the left-hand navigation menu. This table is a summary of the evidence that has been linked to the competences to date, either automatically (in the case of WPBA tools, which are listed under "Forms contributions") or by you (in the case of log entries which you have linked to the competences, which appear under "Number of linked Log entries"). The trainee cannot link evidence to the competences. Keeping this resource 'up to date' on a continual basis means you will not have to trawl through the entire learning log for pertinent entries when you come to write the ESR.
    ❖ You can see a list of all the evidence that has been linked to a competence by clicking on the number in the table. You can then read each particular piece of evidence (except for MSFs) by clicking on the hyperlink.
    ❖ You may wish to have one tab open containing the competence rating you are in the process of writing, and another tab contain the competence summary table, to be able to refer to this more easily.

5. **Use your last ESR**. Being familiar with your last ESR may make it easier to gauge your trainee's progress. There is also a question in the curriculum section of the ESR that asks specifically about progress made since the last review.
    ❖ You may wish to open your last ESR in a separate internet browser tab.
    ❖ You may wish to download or print your last ESR, by selecting it from the "Download" section of the left-hand navigation menu.

ESR pitfalls to avoid

- **Creating surplus ESRs** – an ESR should be done each six months, yet some ePortfolios have dozens of reviews made in advance for a single ST year. We would recommend you only create a new review once you have submitted the old one because **once an ESR is set up it cannot be deleted, just amended**. On the left-hand navigation menu select 'review preparation' to show you in table form all the ESRs that are currently set up.
  - ❖ **NB As long as the trainee has not accepted the review then any element of the review can be amended, including the review type and dates in the set-up page.**
  - ❖ If there is an 'extra' ESR created, you should amend the review dates and review type to turn it into the next ESR which is needed. For example, if a trainee has finished ST1, but an unneeded ST1-3 ESR has accidentally been set up, you should change the review type to ST2-1 and change the date to the approximate date of the next review. This can be amended later to put in the exact date. If there are 'extra' ESRs created during ST3 that are not needed before the end of training, you should change the dates into post-CCT dates and they will just lie dormant.
- **Creating duplicate ESRs** which cover the same date period. This causes technical problems with storing competence ratings. When setting up an ESR make sure the review dates are as accurate as possible and do not overlap with any other ESRs.
  - ❖ If there are duplicate ESRs, you should amend the review date and type in one of them to make it into the next ESR that is needed.

Further resources

a) Wider ESR and ePortfolio instructions for Educational Supervisors can be found in "The ePortfolio for GP Specialty Training: A Guide for Trainers/Clinical Supervisors" online here http://www.rcgp.org.uk/gp-training-and-exams/mrcgp-information-for-deaneries-supervisors-and-trainers.aspx. This manual is updated for each new ePortfolio release and can be found on the ePortfolio section of the RCGP website (www.rcgp.org.uk).

b) The Trainee ePortfolio helpdesk staff are available to come to your Deaneries in order to provide training to trainers, trainees, and any other ePortfolio users, upon request. This is available as long as the team has capacity (i.e. not in the busiest times of year, particularly January/February, and late-April to July), and we do ask that you pay for their travel and subsistence please. To request a training visit, please email tep@rcgp.org.uk.

c) Remote support: the Trainee ePortfolio helpdesk is available to answer specific questions on tep@rcgp.org.uk, through logging an enquiry via the ePortfolio, or on 020 3188 7655.

November 2013

Annex 1: Example of an effective Trainee Self-rating
(Included with the Trainee's permission.)

Competence Area: Managing medical complexity

« Back to previous page

This competency is about aspects of care beyond managing straightforward problems, including the management of co-morbidity, uncertainty and risk, and the approach to health rather than just illness.

A Competent doctor simultaneously manages both acute and chronic problems. S/he tolerates uncertainty where appropriate, communicates risk effectively and involves patients in its management to the appropriate degree.

Rating:	Competent for Licensing
Dated:	29/05/2012 19:31
Evidence to support Rating:	I have discussed complex patients in my CBDs, that have required management of acute and chronic health problems, or have complex psychological needs. see CBD 14/03 and 07/03 21/03 as well as LLE 14/02 and 17/05. I had a significant event with an unwell diabetic patient with multiple medical co-morbidities. I have tried to learn from this event for future - see LLE 10/04 and CBD 25/04. I have tried to develop skills in managing risk and uncertainty with support from my trainer (LLE for DL 17/05 and CBD 23/05). I have also had a significant learning event around a case of a rare event (See LLE 30/03 and CBD 25/04), where an unpredictable outcome occured in a young patient with fairly innocuous symptoms. I have had some practice at managing uncertainty in environments where you cannot provide continuity of care e.g through my out of hours sessions. I have developed an educational health promotion programme for a local drop in centre for young people who are vulnerable in some way. This has been aimed at young people and also covering topics for educating staff in health promotion.
Actions before next Review:	I would like to develop strategies for managing risk especially if working as a locum rather than a regular doctor at a practice. Handing over of care of patients in this scenario will be much more risky, and managing uncertainty more difficult. I hope to continue on with my project at _____ and create a more sustainable link for them in the future.