

# Supervisor framework project



Royal Australasian  
**College of Surgeons**

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# Introduction

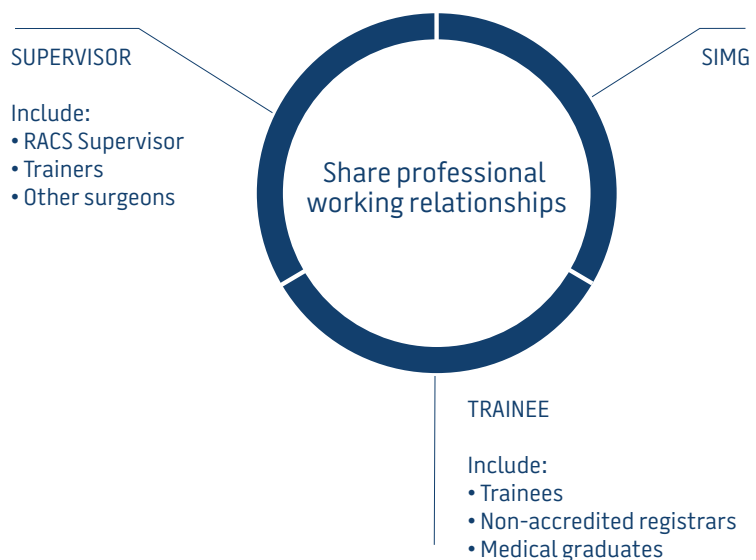
Surgical Supervisors play a critical role in training future surgeons. They undertake this role in the context of providing patient centred care of the highest quality. The Surgical Education and Training (SET) program relies on the significant pro bono commitment of Fellows who undertake the Surgical Supervisor role. RACS values and appreciates the efforts of our Surgical Supervisors.

The aim of supervision is to facilitate Trainees to become competent surgeons who provide safe, comprehensive surgical care of the highest standard to the communities we serve.

Effective supervision enables Trainees to develop their practice in constructive workplace environments that support the acquisition of knowledge, skills and behaviours in all the RACS competencies. Supervision promotes a culture of continuous learning and professional development.

The Supervisor Framework has been developed for RACS Surgical Supervisors to support them and to help clarify the expectations of this important role. The Surgical Supervisor role is complex, requiring specific knowledge, skills and attitudes to facilitate learning through role modelling, teaching, feedback and assessment. This Framework is a guide for supervisors that can be used by them for their own professional development by reflecting on the defined supervision competencies and identifying areas they may like to explore and develop further.

The Supervisor Framework has been developed for those in a supervisory role. This includes surgeons who are in RACS appointed Supervisor of Training roles, but also those surgeons who supervise Trainees on a day-to-day basis. The competencies are also relevant to the supervision of non RACS Trainees including registrars in non-accredited positions and junior doctors rotating through a surgical unit. They are also relevant for Supervisors of Specialist International Medical Graduates (SIMGs) on a pathway to Fellowship.





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## Introduction (Cont.)

The RACS Supervision Framework has 5 Domains:

1. Professionalism
2. Educational Management and Leadership
3. Trainee and Patient Safety
4. Teaching and Facilitating Learning
5. Assessment of Learning

For each Domain there are competencies associated with high quality supervision and training of RACS Trainees. The Supervisor competencies have been organised into two levels: Core and Aspiring to Excellence .



*The developmental trajectory for Supervisors over time*

The Core competencies describe those competencies that all Surgical Supervisors should have, while the Aspiring to Excellence level competencies are those that ideally develop over time. This framework highlights a developmental trajectory for Surgical Supervisors as they gain in experience and expertise and as they aspire to develop their knowledge and skills in supervision.

The framework has been developed as a result of extensive research both nationally and internationally. This research has included broad consultation with RACS Specialty Training Boards and Surgical Supervisors.

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# Supervision Framework - Competencies for Supervisors

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## Domain 1

### Professionalism

#### 1.1 Models professional and ethical standards regarding Trainee education and training

**Core competency:**

- ✓ Maintains performance as a competent practicing surgeon
- ✓ Complies with the RACS Code of Conduct, regulatory and legislative requirements
- ✓ Leads and addresses a zero-tolerance approach towards unprofessional behaviour including discrimination, bullying and sexual harassment
- ✓ Maintains respectful interactions when under stress and responding to adversity

#### 1.2 Develops professional educational expertise

**Core competency:**

- ✓ Evaluates and reflects on own capabilities as a supervisor and teacher
  - ✓ Seeks to develop the skills, attitudes and practices of an effective teacher
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## Domain 2

# Educational Management and Leadership

### 2.1 Implements high quality evidence based educational standards

**Core competency:**

- ✓ Manages and reports critical training incidents promptly
- ✓ Advocates for training post compliance with accreditation standards
- ✓ Maintains confidentiality of sensitive information relating to Trainees

**Aspiring to Excellence:**

- ★ Contributes to an educational vision for the unit

### 2.2 Liaises with professional educational organisations

**Core competency:**

- ✓ Facilitates impartial and timely resolution of training related disputes

**Aspiring to Excellence:**

- ★ Engages with and advises RACS Specialty Training Boards in matters relevant to education and training
- ★ Engages with stakeholders to protect and advocate for Trainee education and training
- ★ Advocates for professional and personal development for Trainees

### 2.3 Facilitates a team approach to teaching

**Core competency:**

- ✓ Involves and supports the clinical team in teaching and training

**Aspiring to Excellence:**

- ★ Evaluates and builds the team's teaching capabilities
  - ★ Delegates teaching tasks clearly and appropriately to team members
  - ★ Modifies teaching according to the team's educational skills and abilities
  - ★ Identifies and supports the development of new Supervisors
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## Domain 3

# Trainee and Patient Safety

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### 3.1 Maintains patient safety and high quality care whilst facilitating Trainee learning

**Core competency:**

- ✓ Facilitates cultural awareness and safety to ensure patient rights are respected in the training situation
- ✓ Facilitates Aboriginal, Torres Strait Islander and Maori cultural awareness training for Trainees
- ✓ Demonstrates and instructs correct and safe surgery when supervising and teaching Trainees
- ✓ Maintains patient safety whilst providing Trainees with opportunities for independent practice

### 3.2 Facilitates personal health and wellbeing of the Trainee

**Core competency:**

- ✓ Identifies Trainee stress and fatigue and provides resources to ensure wellbeing
  - ✓ Supports Trainees to take responsibility for their own health, and wellbeing
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## Domain 4

# Teaches and Facilitates Learning

### 4.1 Establishes and maintains a safe and supportive environment for learning:

#### Core competency:

- ✓ Establishes and maintains a professional relationship with the Trainee
- ✓ Recognises Trainees' prior knowledge and acknowledges them as 'co-producers' of new knowledge and skills
- ✓ Supports Trainees to learn and to ask questions without fear of repercussions
- ✓ Facilitates access to learning opportunities, including theatre and clinic lists
- ✓ Reviews and adjusts supervision to meet the needs of Trainees, colleagues and patients
- ✓ Facilitates Trainee learning through clear instruction and constructive feedback
- ✓ Recognises potential barriers to Trainee learning and identifies strategies to manage

#### Aspiring to Excellence:

- ★ Empowers Trainees to improve the educational environment

### 4.2 Promotes learning through teaching

#### Core competency:

- ✓ Ensures Trainees have a comprehensive training orientation to the unit
- ✓ Knows their specialty curriculum and how to deliver it
- ✓ Identifies Trainee learning needs and co-creates specific learning goals with the Trainee
- ✓ Enables Trainees to undertake self-directed learning in a variety of clinical contexts and settings

- ✓ Observes and questions Trainees to promote and evaluate their learning
- ✓ Utilises a range of learner centred teaching and training techniques
- ✓ Creates opportunities for Trainee peer learning
- ✓ Provides Trainees with practical learning experiences appropriate for their level of training
- ✓ Shares clinical decision making to facilitate Trainee learning
- ✓ Encourages Trainees to undertake appropriate external training opportunities
- ✓ Directs Trainees to useful learning resources
- ✓ Facilitates Trainee learning of new digital technologies in healthcare
- ✓ Supports Trainees to prepare for the Specialty Fellowship Examination

#### Aspiring to Excellence:

- ★ Integrates educational theory into practice to develop Trainee clinical decision making
- ★ Recognises and uses spontaneous learning opportunities
- ★ Evaluates the teaching program at the end of the rotation to meet curriculum and accreditation requirements



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## Domain 5

# Assessment of Learning

### 5.1 Monitors learning through assessment and feedback

**Core competency:**

- ✓ Establishes a culture of constructive feedback as the norm
- ✓ Uses recommended assessment tools and models of feedback
- ✓ Provides regular and specific feedback to assist Trainees to monitor and improve their performance
- ✓ Makes fair, valid, unbiased and reliable judgements about Trainees' performance when assessing
- ✓ Facilitates and documents midterm and end of term assessments
- ✓ Encourages Trainees' ownership and engagement in the assessment process

### 5.2 Manages underperformance

**Core competency:**

- ✓ Identifies underperforming Trainees based on objective information
  - ✓ Informs Trainees of concerns and referral pathways and assistance offered by RACS
  - ✓ Refers Trainees to the RACS Specialty Training Boards in a timely manner
  - ✓ Ensures Trainees have an identified Supervisor available for all clinic and theatre list
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