

Supervisor Framework Mapping

The following document has been produced to assist Supervisors to identify resources to assist them in developing the competencies within the Supervisor Framework. This document can be used in conjunction with the Supervisor Framework Self-Assessment Form. Some of the Professional Development courses are offered both face to face and online and this is indicated in the table. The following abbreviations are used within the mapping document:

- CAY = Conflict and You
- CDM = Clinical Decision Making
- DC – Difficult Conversations
- FSSE – Foundation Skills for Surgical Educators
- ISST – Induction for Surgical Supervisors and Trainers
- LOD - Leading Out of Drama
- NOTSS - Non-Technical Skills for Surgeons
- OWR – Operating with Respect
- PCM = Process Communication Model
- PrASE = Promoting Advanced Surgical Education
- SAL - Surgeons as Leaders
- SST - Safer Surgical Teamwork

Supervisor Framework	Face to Face Prof Dev Courses	Hybrid Prof Dev Courses (webinar and Online)	Online Courses	Paper based Resources
1. PROFESSIONALISM				
1.1 Models professional and ethical standards regarding Trainee education and training				
Maintains performance as a competent practicing surgeon				CPD Program
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	OWR		OWR	
Maintains respectful interactions when under stress and responding to adversity	OWR, CAY, LOD, PCM		OWR, CAY, LOD	
1.2 Develops professional educational expertise				

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Evaluates and reflects on own capabilities as a supervisor and teacher	FSSE	ISST	KTOT	
Seeks to develop the skills, attitudes and practices of an effective teacher	FSSE	ISST		
2. EDUCATIONAL MANAGEMENT AND LEADERSHIP				
2.1 Implements high quality evidence based educational standards				
Manages and reports critical training incidents promptly	FSSE, DC	ISST		
Advocates for training post accreditation standards				Accreditation Standards
Maintains confidentiality of sensitive information relating to Trainees	DC			
Contributes to an educational vision for the Unit	FSSE	ISST		
2.2 Liaises with professional education organisations				
Facilitates impartial and timely resolution of training related disputes	FSSE, DC	ISST		
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	FSSE			
Advocates for professional and personal development for Trainees				
2.3 Facilitates a team approach to teaching				
Involves and supports the clinical team in teaching and training	FSSE, PrASE, SAL	ISST		
Evaluates and builds the team's teaching capabilities	FSSE, SAL			
Delegates teaching tasks clearly and appropriately to team members	FSSE, SAL, NOTSS,	ISST		
Modifies teaching according to the team's education skills and abilities	FSSE, SAL, NOTSS	ISST		
Identifies and supports the development of new supervisors				

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3. TRAINEE AND PATIENT SAFETY				
3.1 Maintains patient safety and high quality care whilst facilitating Trainee learning				
Facilitates cultural awareness and safety to ensure patient rights are respected in the training situation			Cultural Competency module	
Facilitates Aboriginal, Torres Strait Islander and Maori cultural awareness training for Trainees			Cultural Competency module	
Demonstrates and instructs correct and safe surgery when supervising and teaching Trainees	FSSE			
Maintains patient safety whilst providing Trainees with opportunities for independent practice	FSSE, PrASE, KTOT			
3.2 Facilitates personal health and wellbeing of the Trainee				
Identifies Trainee stress and fatigue and provides resources to ensure well being	PrASE, KTOT, ISST			Converge program
Supports Trainees to take responsibility for their own health, and wellbeing	PrASE, KTOT, ISST			Converge program
4. TEACHES AND FACILITATES LEARNING				
4.1 Establishes and maintains a safe and supportive environment for learning				
Establishes and maintains a professional relationship with the Trainee	FSSE, PrASE, CAY, LOD, PCM	ISST		
Recognises Trainees' prior knowledge and acknowledges them as 'coproducers' of new knowledge and skills	FSSE, PrASE			
Supports Trainees to learn and to ask questions without fear of repercussions	FSSE, OWR		OWR	
Facilitates access to learning opportunities, including theatre and clinic lists	FSSE, PrASE			

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Reviews and adjusts supervision to meet the needs of Trainees, colleagues and patients	FSSE, PrASE, KTOT			
Facilitates Trainee learning through clear instruction and constructive feedback	FSSE, PrASE, DC, KTOT	ISST		
Recognises potential barriers to Trainee learning and identifies strategies to manage	FSSE, KTOT	ISST		
Empowers Trainees to improve the educational environment				
4.2 Promotes learning through teaching				
Ensures Trainees have a comprehensive training orientation to the unit	FSSE, KTOT	ISST		
Knows their specialty curriculum and how to deliver it	FSSE, KTOT	ISST		Specialty Curricula
Identifies Trainee learning needs and cocreates specific learning goals with the Trainee	FSSE, PrASE, DC	ISST		
Enables Trainees to undertake self-directed learning in a variety of clinical contexts and settings	FSSE, PrASE			
Observes and questions Trainees to promote and evaluate their learning	FSSE			
Utilises a range of learner centred teaching and training techniques	FSSE			
Creates opportunities for Trainee peer learning	PrASE			
Provides Trainees with practical learning experiences appropriate for their level of training	PrASE			
Shares clinical decision making to facilitate Trainee learning	FSSE, PrASE			
Encourages Trainees to undertake appropriate external training opportunities				STB Trainee activity program
Directs Trainees to useful learning resources	PrASE			
Facilitates Trainee learning of new digital technologies in healthcare				
Supports Trainees to prepare for the Specialty Fellowship Examination				STB FEX information for candidates

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Integrates educational theory into practice to develop Trainee clinical decision making	PrASE, CDM			
Recognises and uses spontaneous learning opportunities		ISST		
Evaluates the teaching program at the end of the rotation to meet curriculum and accreditation requirements	FSSE			Accreditation Standards, STB Curricula

5. ASSESSMENT OF LEARNING

5.1 Monitors learning through assessment and feedback

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

5.2 Manages underperformance

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