Clinical Radiology
Curriculum 2021

Clinical Radiology
The Royal College of Radiologists

Educational Supervisor's reports

The role of the educational supervisor

All trainees should have a named educational supervisor. Ideally this should be a single educational supervisor for the duration of their training.

The educational supervisor is responsible for the overall supervision and management of a specified trainee's educational progress during the course of their training. This includes ensuring that the programme provides appropriate and individualised learning opportunities and delivers full curriculum coverage. The educational supervisor should meet with the trainee regularly to help plan their training, formulate their personal learning and development plan (PDP), review progress and agree learning outcomes, and to provide advice and support, including for career planning. Further details of the role of the educational supervisor can be found in the clinical radiology curriculum.

As a minimum the educational supervisor is responsible for providing an induction, mid-year and end of year review of the trainee's progress, although they may meet with the trainee to review progress more frequently, particularly if there are any concerns about progress. The educational supervisor is also responsible for completing the educational supervisor's structured report. The structured report brings together all relevant evidence to form a summative judgement about progression at the end of the training year and is central to the ARCP panel's decision on whether the trainee should progress to the next stage of training. This is a crucial aspect of the educational supervisor's role, and the quality of these reports is key to supporting trainee progression and enabling the ARCP panel to make accurate judgements of the trainee's progress.

The educational supervisor's induction appraisal

The educational supervisor should meet with the trainee at the beginning of each year to review the trainee's progress to date, support the trainee in compiling their PDP, and agree learning outcomes for the year. They should help the trainee to identify the learning opportunities presented by upcoming clinical attachments and other activities outside of their clinical attachments. They should also identify any areas where the trainee may need additional support/resources and arrange for the trainee to access these as appropriate. This meeting should be documented using the 'educational supervisor's annual induction appraisal' form in the Kaizen e-portfolio.

The trainee should have completed a first draft of their PDP before they meet with their educational supervisor, however the supervisor should review and discuss this and may suggest changes where necessary.

Either the trainee or the educational supervisor can create the educational supervisor's annual induction appraisal form, however the form can only be completed and added to the trainee's timeline by the educational supervisor. If the trainee starts the form, they will complete section 1 and send this to their educational supervisor for review. The supervisor can then edit any of the information in section 1 and add comments in section 2. If the supervisor creates the report, they will complete section 1 and there will be no requirement to complete section 2.

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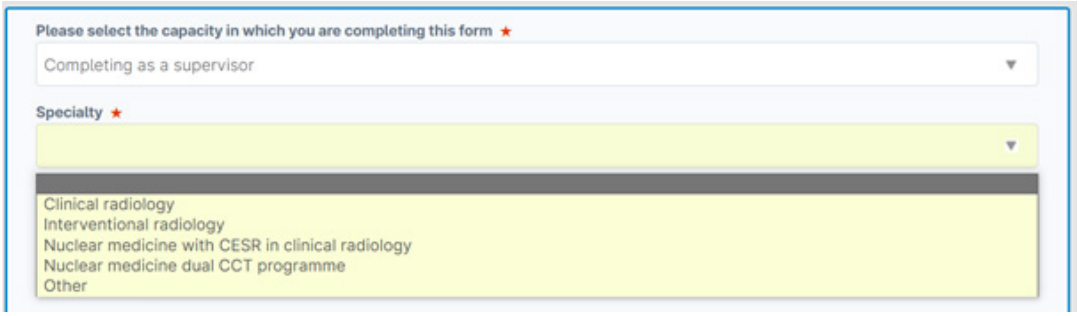
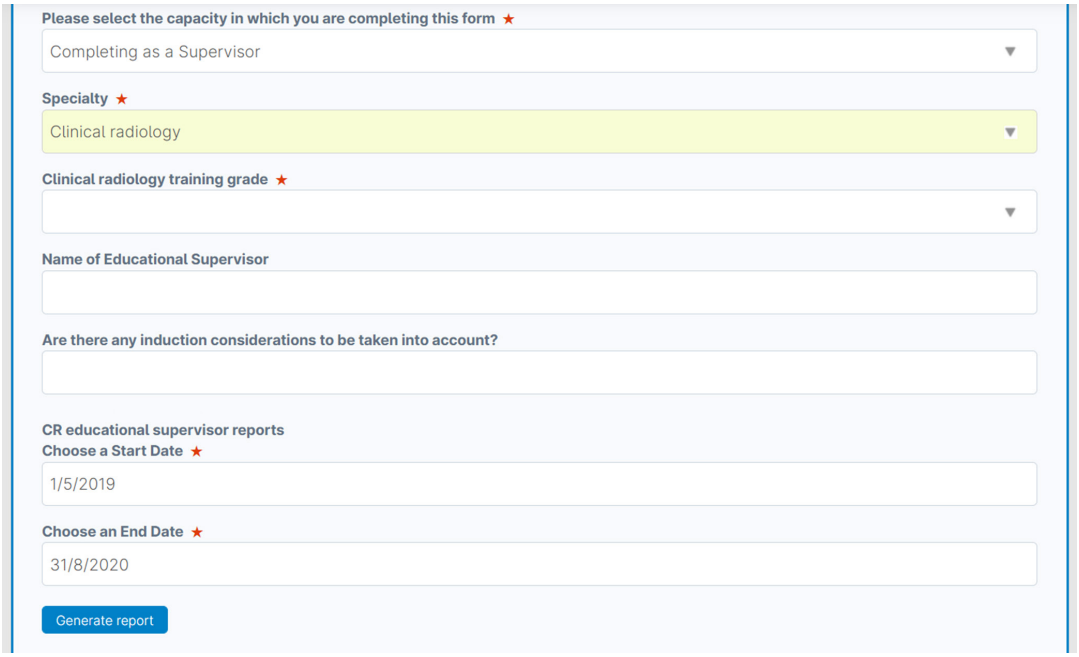
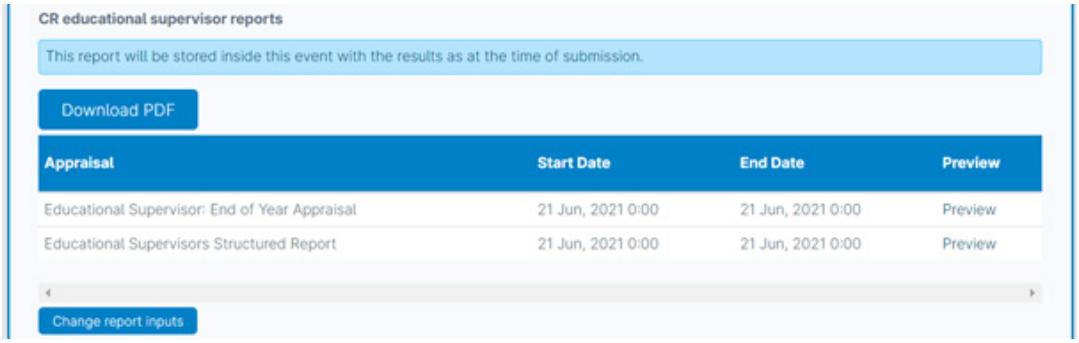
Section 1 of the form initially asks for basic information about the trainee. It is important to select the correct specialty for the trainee, as the subsequent sections will differ dependent on the specialty selected.



The annual induction appraisal form provides the ability to pull through the trainee's previous educational supervisor reports, so that you can easily review the trainee's past progress. For this function to work properly the date range entered must cover the date that the previous forms were completed.

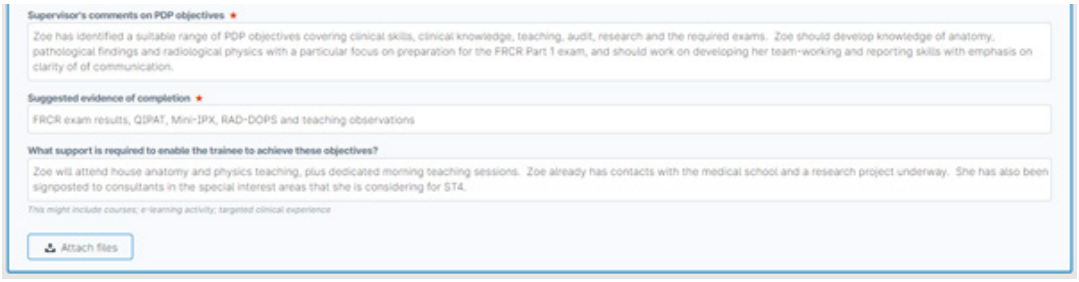


A summary of any educational supervisor reports in the given date range is shown. Clicking on 'preview' next to any listed report will open that report in a separate window so that you can view the details of this report without navigating away from the annual induction appraisal form.

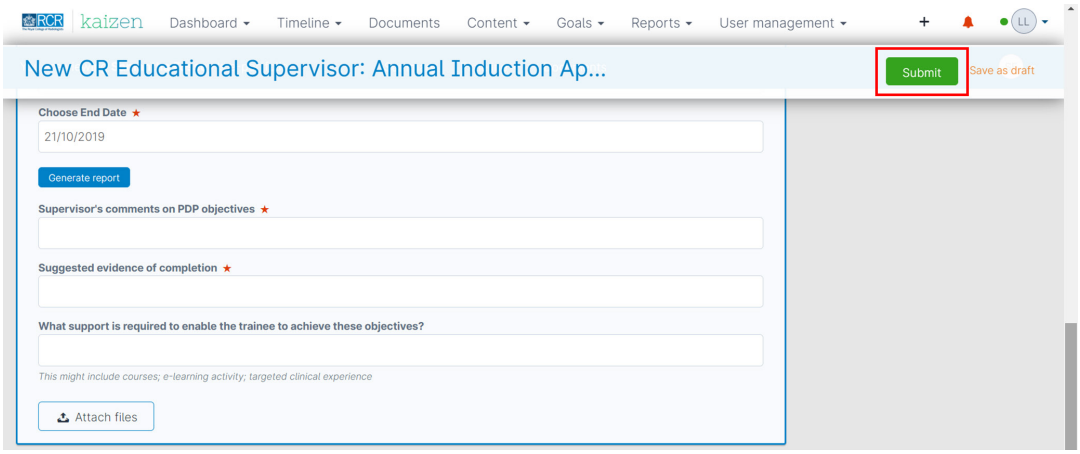


The form also provides a similar function to pull a summary of the trainee's PDP objectives into the report. For this function to work properly the date range entered must cover the full date range detailed in the PDP, not just the date the PDP was created. Supervisors sometimes find that PDP data isn't pulled through correctly: if this is the case you should check that the full date range covered by the PDP is included in the date range entered in the report.

Following this, the report asks the supervisor to comment on the trainee's PDP, list suggested evidence that will be required to show that key elements of the PDP have been achieved, and to record any additional support/resources that the trainee requires to meet their PDP objectives. Additional documents can be added to the report if required using the 'attach files' button on the bottom left-hand corner of the form.



The report can be completed by clicking on the green 'submit' button that appears at the top, right-hand side of the screen while the report is open. This will send it to the trainee's timeline where it can be viewed by anyone with appropriate access to the trainee's account (e.g. the ARCP panel).

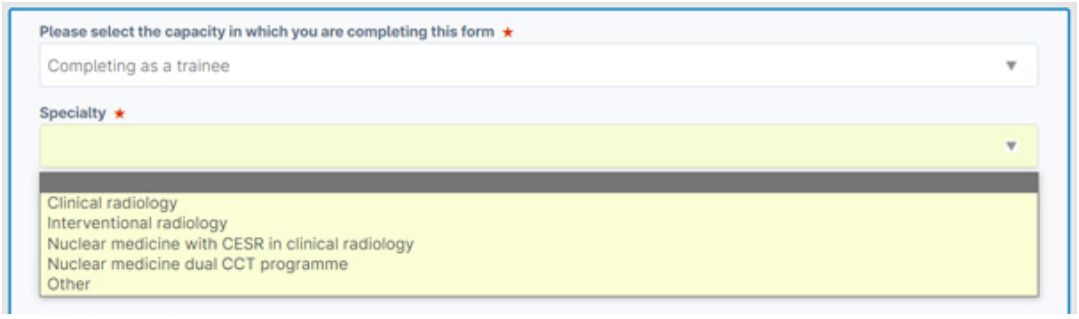


The educational supervisor's mid-year appraisal

The educational supervisor's mid-year appraisal is an opportunity to review the trainee's progress so far and identify what still needs to be done to achieve the learning outcomes for the year. At this meeting trainees should review their PDP with their supervisor using evidence from the e-portfolio. Feedback from workplace-based assessment (WPBA) and progress through the curriculum can be reviewed to ensure trainees are making good progress, and attendance at educational events should also be reviewed.

Like the induction appraisal, the mid-year appraisal can be created by either the trainee or the educational supervisor. If the trainee starts the form, they will complete section 1 and send this to their clinical supervisor for review. The supervisor can then add comments on the trainee's progress in section 2. If the supervisor creates the report, they will complete section 1 and there will be no requirement to complete section 2.

Section 1 of the form initially asks for basic information about the trainee. It is important to select the correct specialty for the trainee, as the subsequent sections will differ dependent on the specialty selected.



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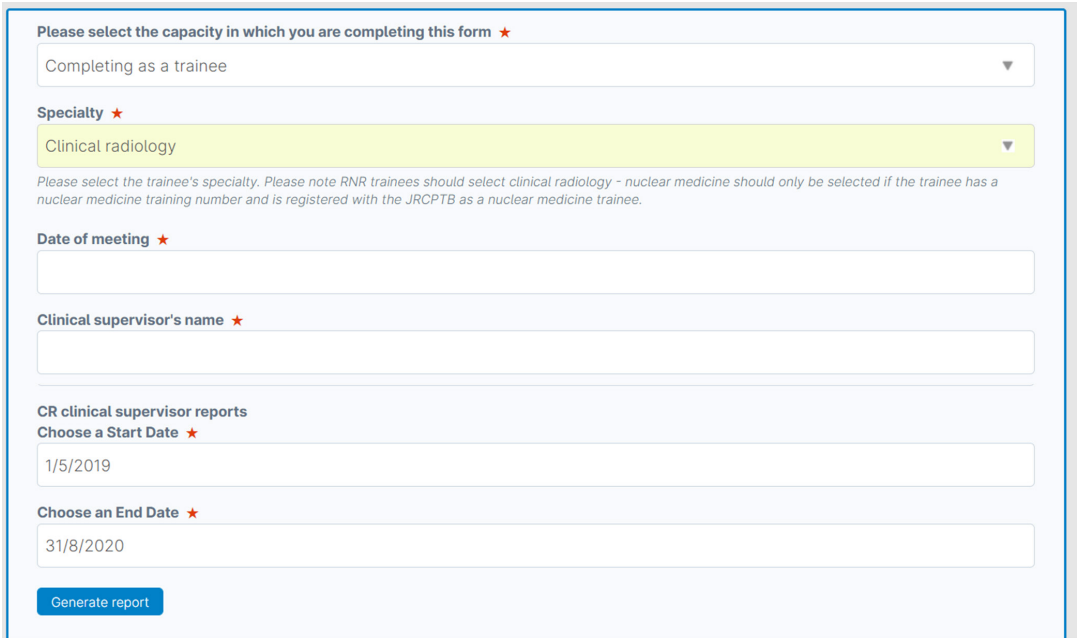
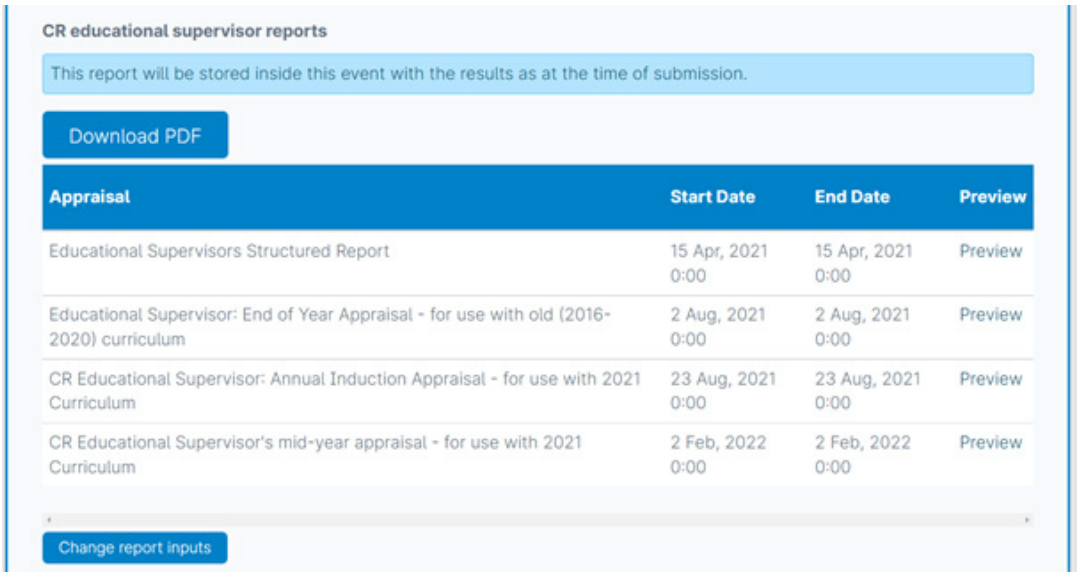
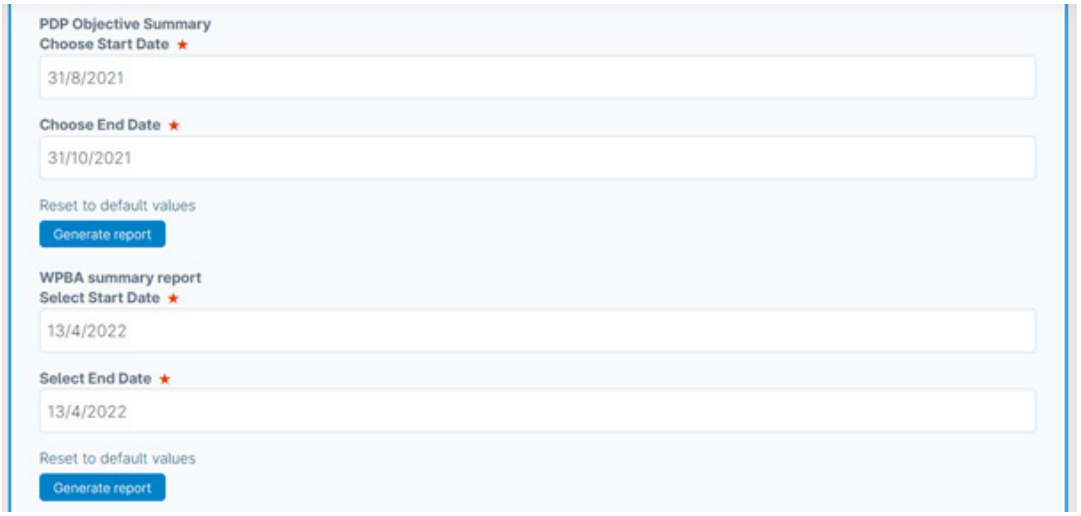
The mid-year appraisal provides the ability to pull through the trainee's previous educational supervisor reports, so that you can easily see the objectives set in the induction meeting. For this function to work properly the date range entered must cover the date that the induction appraisal was completed.



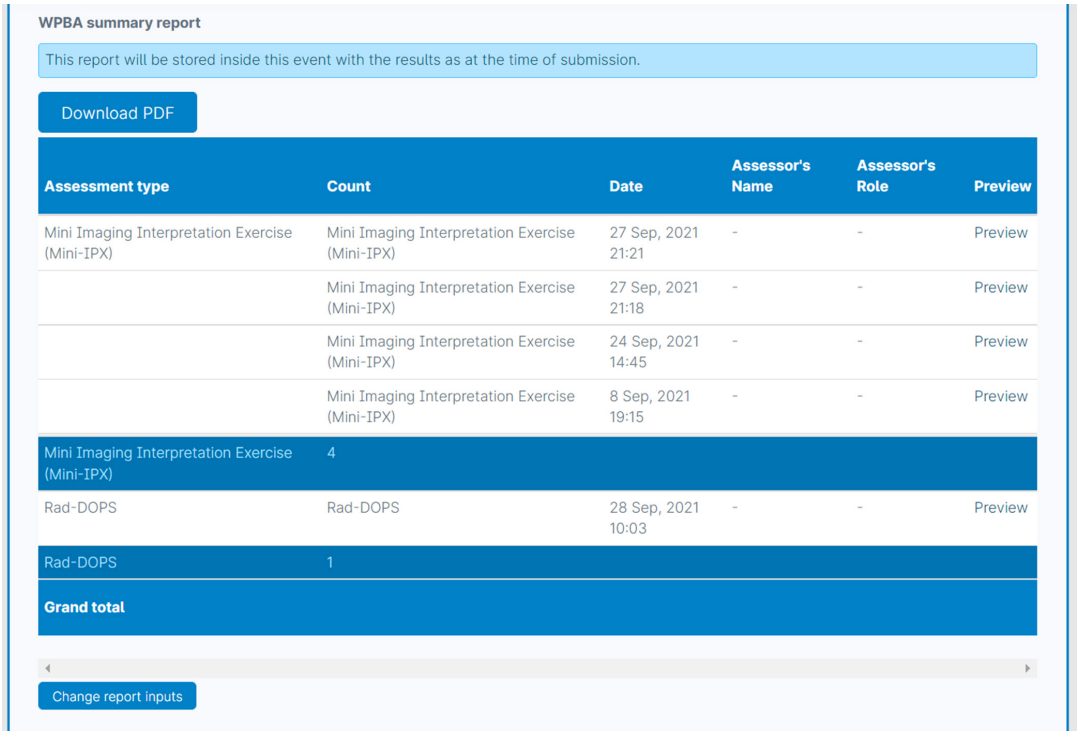
A summary of any educational supervisor reports in the given date range is shown. Clicking on 'preview' next to any listed report will open that report in a separate window so that you can view the details of this report without navigating away from the midpoint review form.



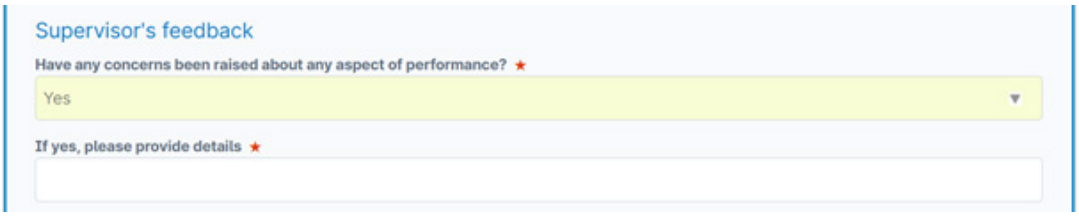
The mid-year appraisal review also provides the ability to pull through a summary of PDP objectives (as for the induction appraisal) and to create a summary of the WPBA the trainee has completed so far this year, by setting the start date to the date on which the training year commenced and the end date to the day of the meeting. This can be a useful way of checking that the trainee is spreading their WPBA appropriately throughout the attachment.



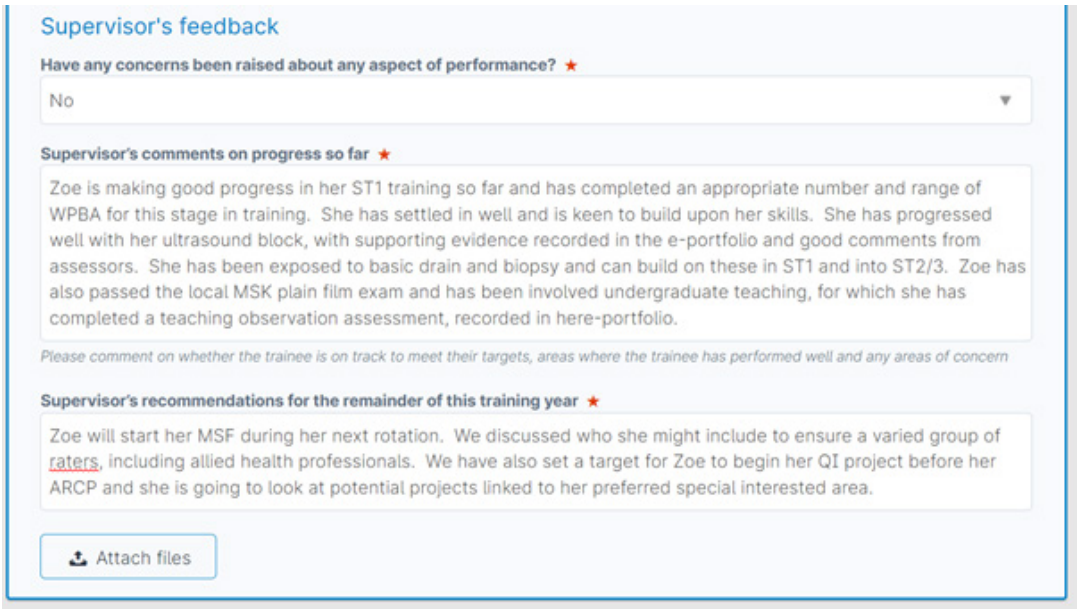
As with the summary of educational supervisor's reports, clicking on 'preview' next to any given WPBA allows you to review the details of this WPBA in a new window, without navigating away from the mid-year appraisal form.



Following this, there is space to record details whether any concerns have been raised about the trainee's performance. If you select 'no' then no further information is required. If you select 'yes' then text boxes will appear so that you can record further details.



Finally, the educational supervisor should record their comments on the trainee's progress so far and recommendations for the remainder of the year. The 'attach files' button at the end of the form allows any supporting documents to be attached to the report.



If the trainee has created the form, they can populate the educational supervisor report and WPBA summaries and submit this to their supervisor who can then complete the report by adding their comments. If the supervisor has created the form, the section for supervisor comments will appear automatically.

The report can be completed by clicking on the green 'submit' button that appears at the top, right-hand side of the screen while the report is open. This will send it to the trainee's timeline where it can be viewed by anyone with appropriate access to the trainee's account (e.g. the TPD).

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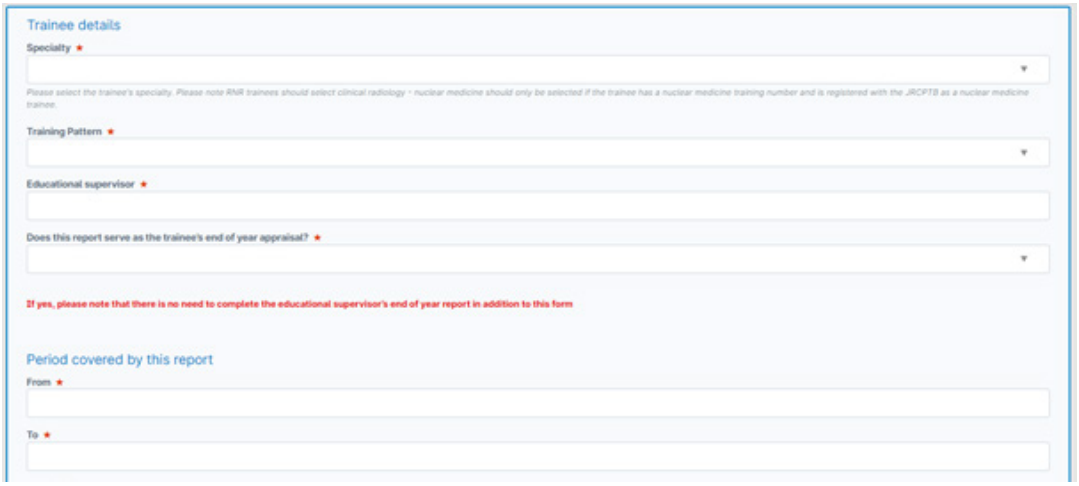
The educational supervisor's structured report

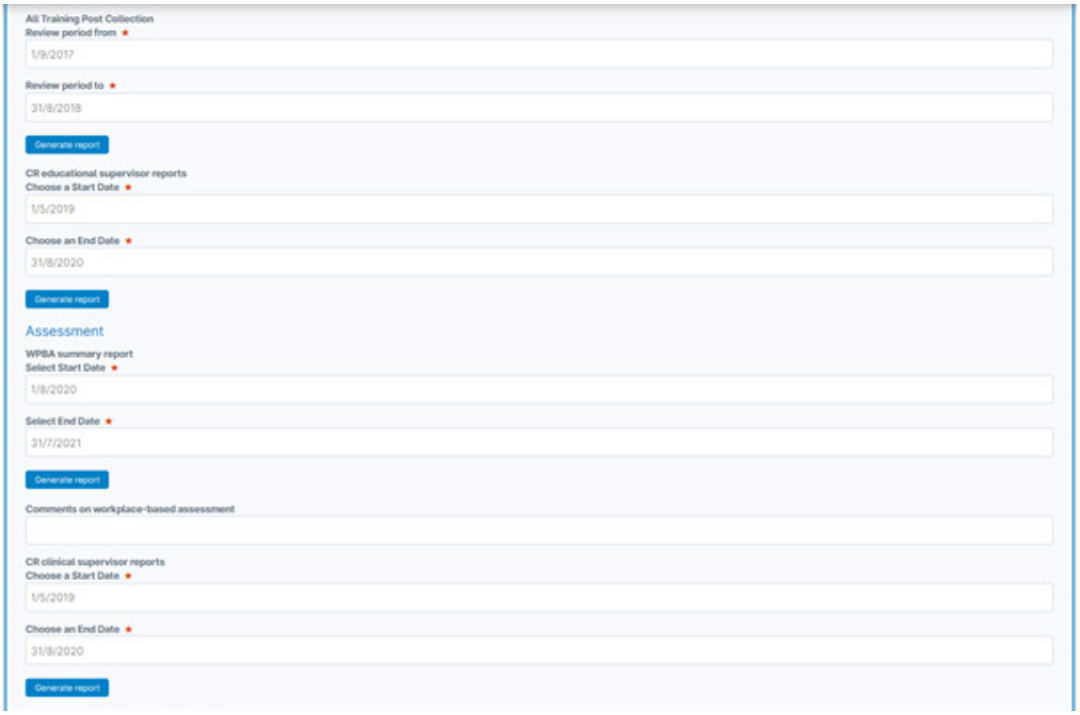
Prior to the trainee's ARCP, the educational supervisor must complete the educational supervisor's structured report (ESSR). The purpose of the report is to provide the ARCP panel with a summary of the trainee's overall progress during the period of training under review, including collation of the results of WPBAs, examinations and other evidence of the trainee's progress towards achieving the CiPs. If the timing of the ESSR coincides with the end of the training year, the ESSR can also act as the end of year appraisal without the need to complete a separate end of year appraisal form. There is an option on the ESSR form to indicate this. In some cases, the ARCP may not fall at the end of the training year (e.g. for less than full time trainees or those who have had an extension to their training). In such cases an end of year appraisal from should be completed in addition to the ESSR.

When preparing the ESSR, the educational supervisor should meet with the trainee to review the period of training covered by the ESSR, including achievements and any areas which still need development or give cause for concern. They should review the evidence recorded in the e-portfolio, including clinical supervisor's reports, WPBA, exam results (where relevant) and any other assessments or evidence recorded in the e-portfolio. Through triangulation of this evidence and professional judgement, the educational supervisor will determine the entrustment level that the trainee has reached for each CiP and indicate whether there are any concerns about the trainee's progress that would prevent them advancing to the next training grade. The trainee should be given the opportunity to discuss the information recorded in the ESSR and the likely outcome they should expect from the ARCP panel. This is particularly important where it is likely that the ARCP panel will give a non-progression outcome. In these cases, the educational supervisors should ensure that the trainee understands the reasons for this likely outcome and feels supported to work towards the required level of capability.

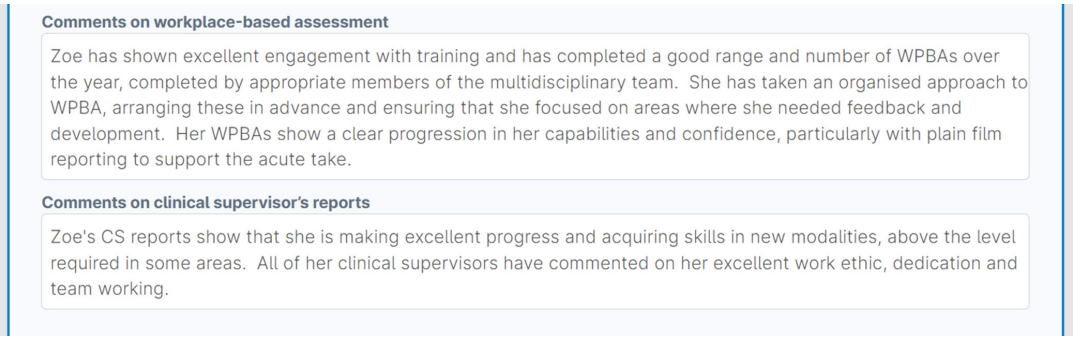
The ESSR form can only be started by the educational supervisor. It initially asks for basic trainee information and for confirmation of whether the ESSR will also count as the trainee's end of year appraisal. It is important to select the correct specialty for the trainee, as the subsequent sections will differ dependent on the specialty selected.



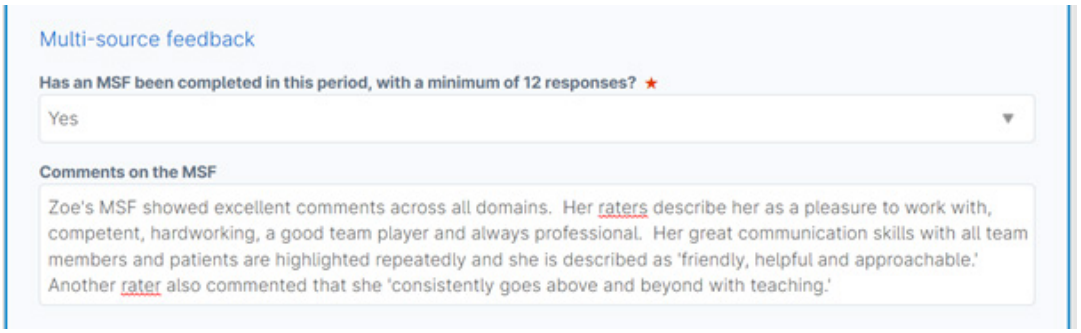
The form then allows you to pull through information on the posts that the trainee has completed in the period covered by the report, previous educational/clinical supervisor's reports and a summary of the WPBA completed during the period under review. As for the other educational supervisor report forms, clicking on preview next to any listed item will allow you to view it without navigating away from the ESSR. As before, if any of the expected information is missing, please check that the date range entered covers the date range given on the forms being reported on.



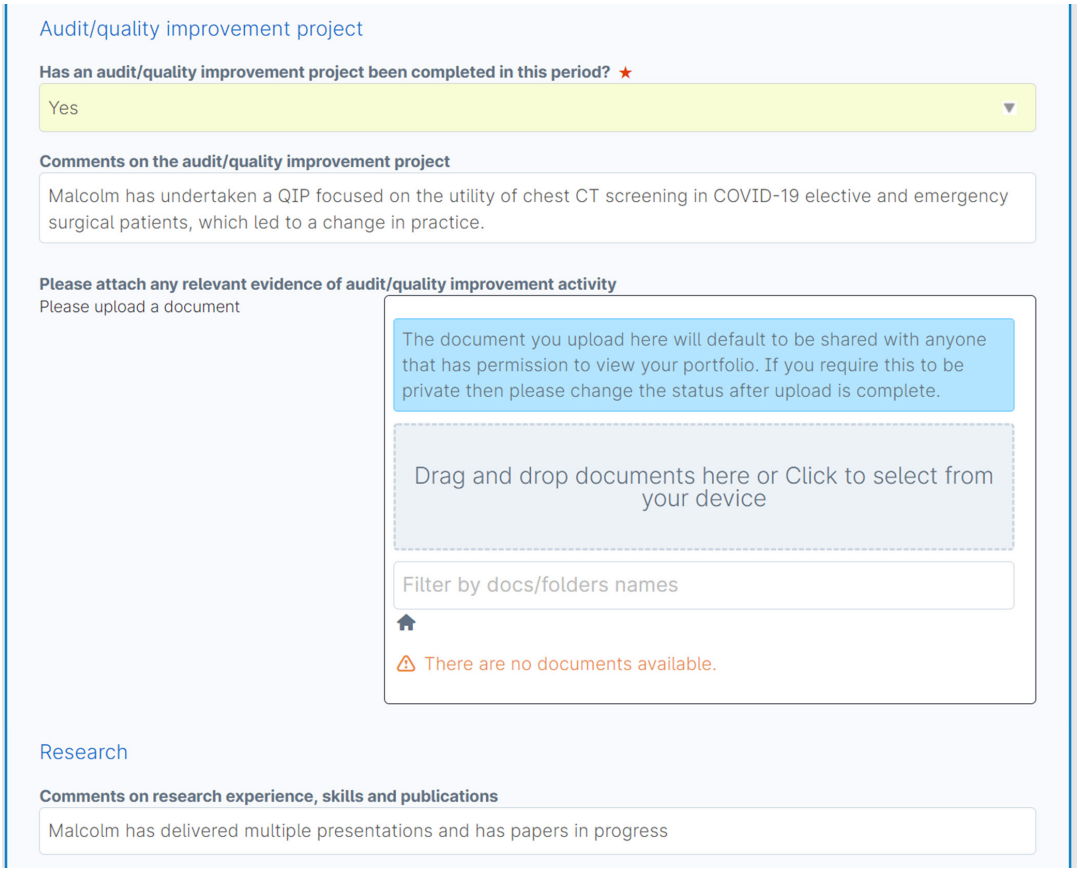
Underneath the summary of WPBA and clinical supervisor's reports there is space for the educational supervisor to record their comments.



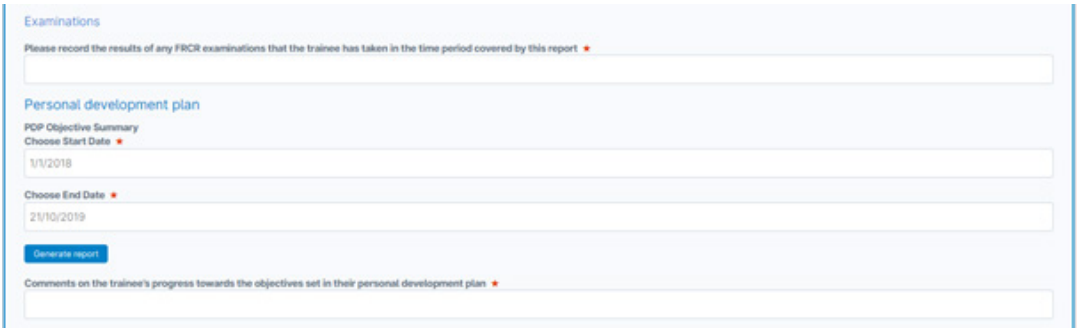
In addition to general comments on WPBA, the ESSR also asks for specific comments on the multisource feedback (MSF).



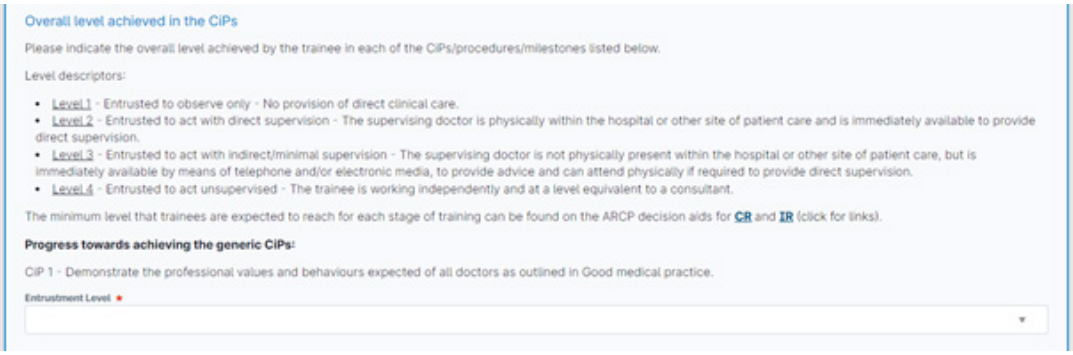
The ESSR also asks for feedback on any quality improvement projects or audits that the trainee has undertaken, including those in progress. You can upload documents providing evidence of this by dragging and dropping files from your computer into the upload box. There is a similar section on research experience including the ability to upload documents.



This is followed by a field to record the results of any exams taken during the period under review and space to review the trainee's progress towards their PDP objectives, before the form moves on to record the entrustment level that the trainee has achieved for each of the CiPs, procedures and milestones.



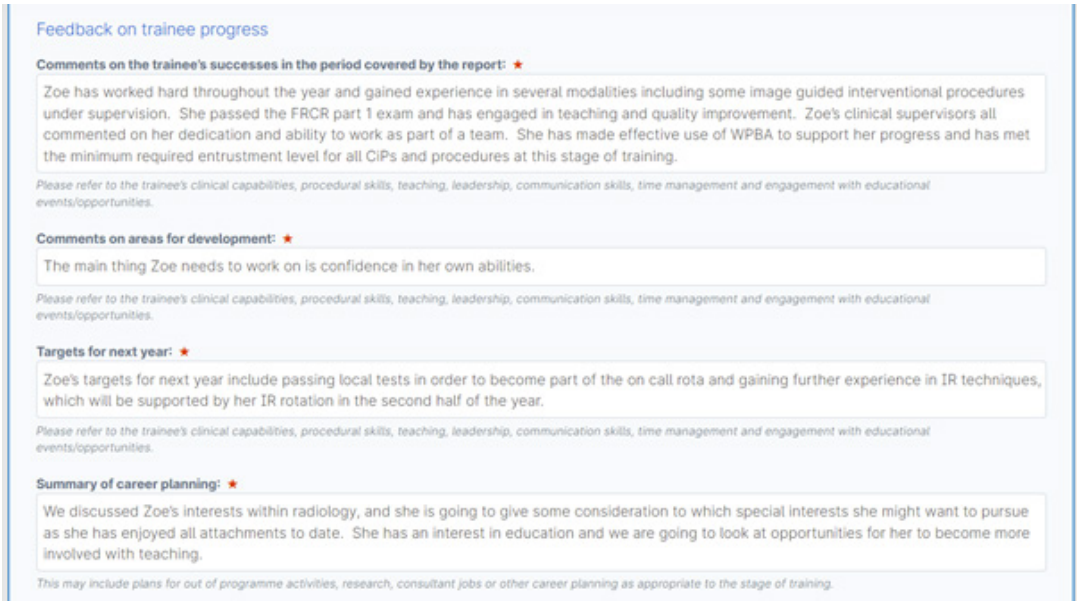
The form includes a reminder of the level descriptors and links to the ARCP decision aids in the introduction to this section of the report which will allow you to review the minimum expectations for the trainee's stage of training. This opens in a separate window so that you do not need to navigate away from the report.



The level selected for each CiP, milestone or procedure should represent an overall judgement of the trainee's progress during the training year. The trainee's clinical supervisor reports may record different levels for the same CiP for different attachments and the educational supervisor will also have to be mindful of the special interest areas and other experience that the trainee is yet to cover. The free text feedback in the clinical supervisor reports, review of WPBA and other evidence, and discussion with the trainee should all inform judgement of the overall level achieved.

Trainees are not expected to reach level 4 for most CiPs until the later stages of training and are expected to show progress through the levels for each CiP during their training. The ARCP decision aids for CR and IR show the indicative minimum levels that the trainee is expected to meet by the end of each stage of training as a guide.

Once levels have been entered for each of the CiPs, procedures and milestones the form moves onto a section providing general feedback on the trainee's progress, areas for development, targets for the next review period and a summary of discussions around career planning.



Feedback on trainee progress

Comments on the trainee's successes in the period covered by the report: *

Zoe has worked hard throughout the year and gained experience in several modalities including some image guided interventional procedures under supervision. She passed the FRCR part 1 exam and has engaged in teaching and quality improvement. Zoe's clinical supervisors all commented on her dedication and ability to work as part of a team. She has made effective use of WPBA to support her progress and has met the minimum required entrustment level for all CiPs and procedures at this stage of training.

Please refer to the trainee's clinical capabilities, procedural skills, teaching, leadership, communication skills, time management and engagement with educational events/opportunities.

Comments on areas for development: *

The main thing Zoe needs to work on is confidence in her own abilities.

Please refer to the trainee's clinical capabilities, procedural skills, teaching, leadership, communication skills, time management and engagement with educational events/opportunities.

Targets for next year: *

Zoe's targets for next year include passing local tests in order to become part of the on call rota and gaining further experience in IR techniques, which will be supported by her IR rotation in the second half of the year.

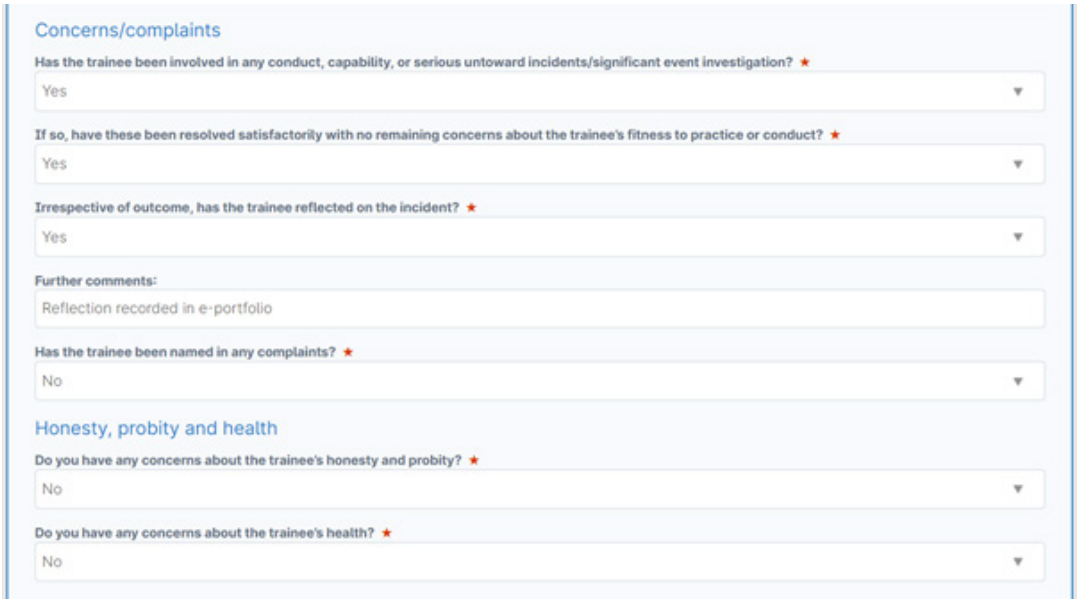
Please refer to the trainee's clinical capabilities, procedural skills, teaching, leadership, communication skills, time management and engagement with educational events/opportunities.

Summary of career planning: *

We discussed Zoe's interests within radiology, and she is going to give some consideration to which special interests she might want to pursue as she has enjoyed all attachments to date. She has an interest in education and we are going to look at opportunities for her to become more involved with teaching.

This may include plans for out of programme activities, research, consultant jobs or other career planning as appropriate to the stage of training.

Following this, there is space to record details of any complements or commendations that the trainee has received, as well as details of any concerns or investigations. If you select 'no' when asked if you are aware of any commendations/investigations then no further information is required. If you select 'yes' then text boxes will appear so that you can record further details. Supervisors are also asked to comment on the trainee's honesty, probity and health.



Concerns/complaints

Has the trainee been involved in any conduct, capability, or serious untoward incidents/significant event investigation? *

Yes

If so, have these been resolved satisfactorily with no remaining concerns about the trainee's fitness to practice or conduct? *

Yes

Irrespective of outcome, has the trainee reflected on the incident? *

Yes

Further comments:

Reflection recorded in e-portfolio

Has the trainee been named in any complaints? *

No

Honesty, probity and health

Do you have any concerns about the trainee's honesty and probity? *

No

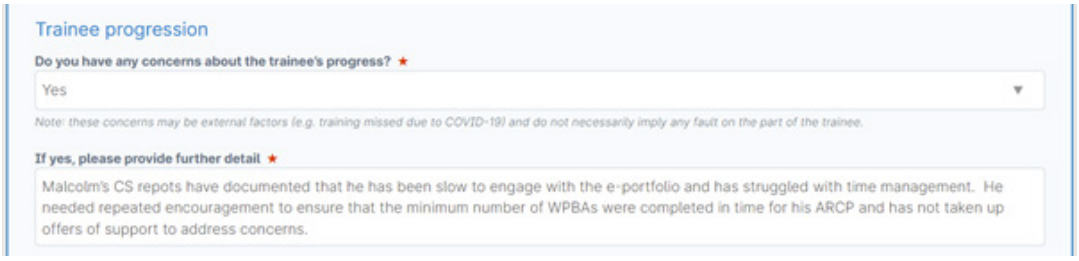
Do you have any concerns about the trainee's health? *

No

Finally, supervisors are asked whether they have any concerns about the trainee's progress that would prevent them advancing to the next training grade. It is worth noting that, as stated in the help text below this field, concerns about progress may be due to circumstances outside of the trainee's control that have nonetheless impacted on their progress (e.g. redeployment due to COVID-19) and do not necessarily imply any fault on the part of the trainee. If there are concerns about progress the supervisor should explain these fully. It is important that where

there are any concerns about a trainee's progress that these are documented as thoroughly as possible in the structured report to allow appropriate consideration by the ARCP panel.

Any additional evidence relating to any part of the report can be added by using the 'attach files' button at the end of the form.



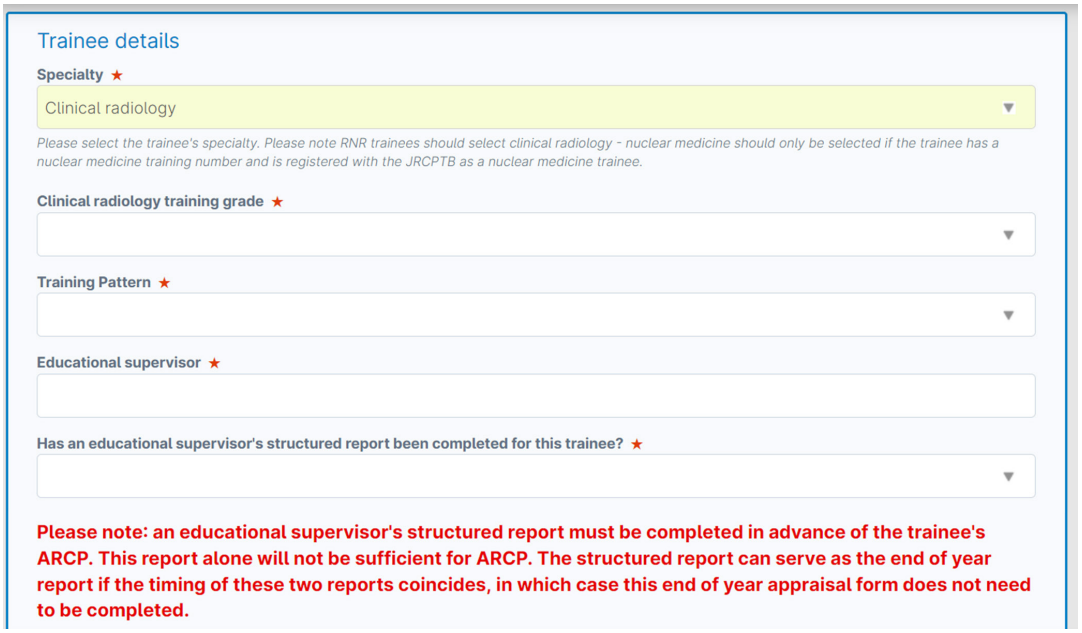
The report can be completed by clicking on the green 'submit' button that appears at the top, right-hand side of the screen while the report is open. This will send it to the trainee's timeline where it can be viewed by anyone with appropriate access to the trainee's account (e.g. the TPD and ARCP panel).

The educational supervisor's end of year appraisal

If the trainee's ARCP does not coincide with the end of the training year, then an end of year appraisal should be carried out in addition to the ESSR. The ESSR can serve as the end of year report if the timing of the ARCP and the end of year appraisal coincides, in which case the end of year appraisal form does not need to be completed. It is important to note that an ESSR must always be completed in advance of the trainee's ARCP.

When completing the end of year appraisal, the trainee and educational supervisor should meet to review the past year of training, including achievements and any areas which still need development or give cause for concern. They should review the evidence recorded in the e-portfolio, including clinical supervisor's reports, WPBA, exam results where relevant and any other assessments or evidence recorded in the e-portfolio. This meeting should be documented using the 'educational supervisor's end of year appraisal' form in the Kaizen e-portfolio.

Similar to the ESSR, the end of year appraisal form can only be started by the educational supervisor and begins with basic information about the trainee. It is important to select the correct specialty for the trainee, as the subsequent sections will differ dependent on the specialty selected.



Trainee details

Specialty ★

Clinical radiology

Please select the trainee's specialty. Please note RNR trainees should select clinical radiology - nuclear medicine should only be selected if the trainee has a nuclear medicine training number and is registered with the JRCPTB as a nuclear medicine trainee.

Clinical radiology training grade ★

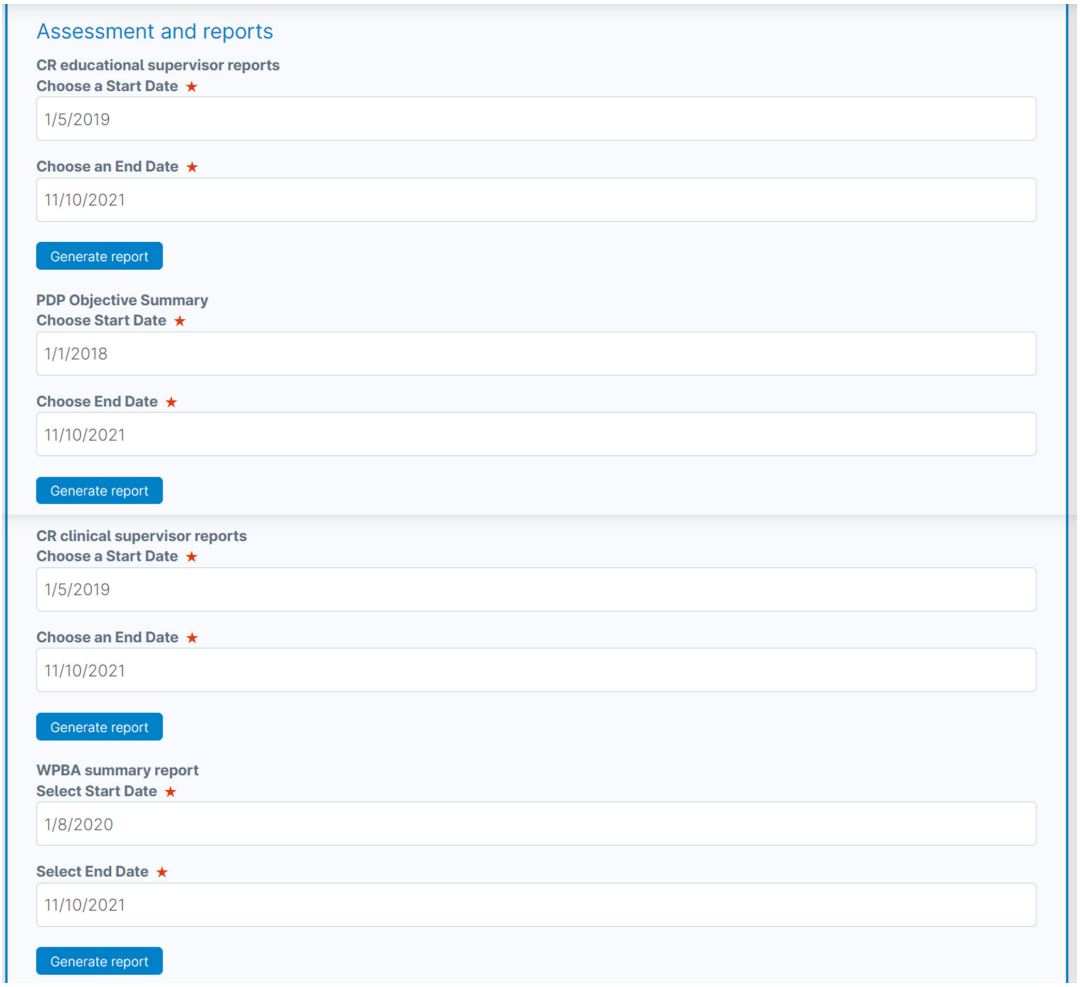
Training Pattern ★

Educational supervisor ★

Has an educational supervisor's structured report been completed for this trainee? ★

Please note: an educational supervisor's structured report must be completed in advance of the trainee's ARCP. This report alone will not be sufficient for ARCP. The structured report can serve as the end of year report if the timing of these two reports coincides, in which case this end of year appraisal form does not need to be completed.

The form can provide summaries of previous educational supervisor reports, clinical supervisor reports, WPBA completed, and the PDP objectives set at the start of the training year, by entering the relevant date range.



Assessment and reports

CR educational supervisor reports
Choose a Start Date ★
1/5/2019

Choose an End Date ★
11/10/2021

Generate report

PDP Objective Summary
Choose Start Date ★
1/1/2018

Choose End Date ★
11/10/2021

Generate report

CR clinical supervisor reports
Choose a Start Date ★
1/5/2019

Choose an End Date ★
11/10/2021

Generate report

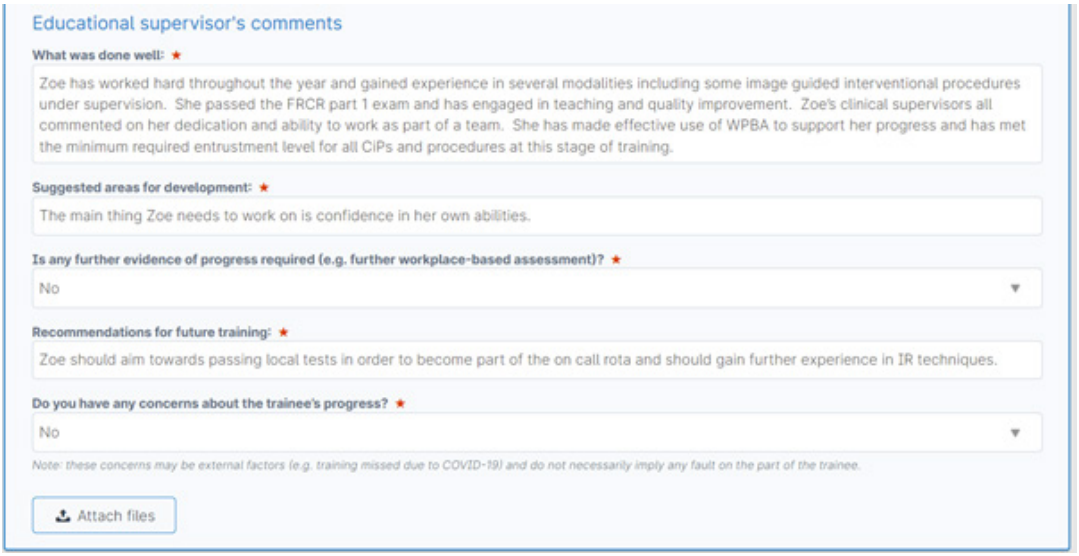
WPBA summary report
Select Start Date ★
1/8/2020

Select End Date ★
11/10/2021

Generate report

The educational supervisor enters their feedback on what the trainee has done well, areas for development, any further evidence that the trainee should add to their e-portfolio, and recommendations for their future training. Finally, the supervisor states whether they have any concerns about the trainee's progress. As for the ESSR, concerns about progress may be due to circumstances outside of the trainee's control that have nonetheless impacted on their progress (e.g. redeployment due to COVID-19) and do not necessarily imply any fault on the part of the trainee. If there are concerns about progress the supervisor should explain these fully.

Any additional evidence relating to any part of the report can be added by using the 'attach files' button at the end of the form.



The report can be completed by clicking on the green 'submit' button that appears at the top, right-hand side of the screen while the report is open. This will send it to the trainee's timeline where it can be viewed by anyone with appropriate access to the trainee's account (e.g. the TPD and ARCP panel).

Clinical Radiology
Curriculum 2021

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Useful resources for educational supervisors

- The RCR's curriculum webpages contain several useful documents to support educational supervisors, including ARCP decision aids, a guide to entrustment levels and guides for individual WPBA, which can all be found in the 'assessment' section.
- The 'Gold Guide' (also known as 'A Reference Guide for Postgraduate Foundation and Specialty Training in the UK') sets out the arrangements agreed by the four UK health departments for specialty training programmes. It includes requirements for supervision and appraisal of trainees.
- Educational supervisors are required to be specifically trained for this role and recognised in line with the GMC's 'Recognition and Approval of Trainers' requirements.
- The RCR provides workshops that have been designed to allow supervisors to develop the required capabilities for GMC recognition as an educational supervisor. These include an introductory supervisor skills course and a course focusing on the specific skills required to support trainees in difficulty.
- The GMC use the Academy of Medical Educators' Professional standards for medical, dental and veterinary educators (2014) as the criteria against which all trainers in recognised roles must provide evidence of their ongoing professional development. These standards have since been updated and although the GMC continues to use the 2014 edition for approval and recognition of trainers, the updated standards are also a useful resource for educational supervisors.
- In collaboration with the University of Dundee, the RCR has developed a postgraduate certificate in medical education. The PgCert for radiology is designed for trainee and consultant radiologists with an interest in developing their careers in medical education.