***Educational Supervisor (ES) Allocations in the School of Paediatrics Yorkshire and the Humber***

This document is a short summary of previous discussions within the school and with trainers on ES allocations.

*Duration of supervision relationships.*

Trainees have an ES allocated at the start of ST1. These are often from the first team they work with and as such often will be General Paediatricians or Neonatologists. There is a role for widening access to specialty supervisors at this stage and larger hospitals may consider allocating speciality Consultants. It is good practice for the ES to be same as the CS for first clinical placement though as this allows a good relationship to be developed in the first 6 months of training.

Trainees generally stay with that supervisor through ST1-3. There is a natural break and potential to change supervisors when moving to ST4. It is acknowledged that trainees may want to change supervisor at this time to someone who works in the same area of interest for career guidance and nurturing and at this stage an ES working in a speciality may be more appropriate. Equally many relationships work well and there is felt to then not be a need to change. Trainees may consider changing Educational Supervisors again when they enter level 3 training, particularly if they are grid trainees to an ES that can support them in their chosen speciality.

*Who* ***decides*** *the allocation?*

The local college tutor should be responsible for allocating trainees at the start of training. It was previously debated as to whether the local TPD should be involved but this was felt to be impractical as there is not a TPD in each trust, yet there is a college tutor in each trust. The college tutor has a remit for fewer trainees and so should have a greater handle on which trainers are supervising and can then allocate with greater equity. It would also be useful for the college tutors to take the lead in this area so they can ensure a good handover of trainees if there are issues that need highlighting at times of rotations.

Trainees previously expressed a view that they would like to choose their ES for the later years of training and this was felt in principle to be a good thing. This would enable the trainees to choose a trainer who is more aligned to their training needs. The constraints however would be that the local tutor would still need over sight into this to ensure parity.

Trainees will need to send their agreed ES an E-portfolio invite so that the ES can access their e-portfolio.

*What if the relationship does not work?*

It is acknowledged that the ES /trainee relationship may not work for a range of reasons. Trainees expressed concerns that they do not know what to do if they have concerns, equally it was felt that some trainees may not speak up due to hierarchy and that neither situation was good for training. There may be concerns from trainers as well that the relationship is not working. It was felt by all parties involved in discussions that there was value in there being a transparent process and acknowledgment that it was ‘ok’ to change trainer or trainee. This would be made clear to both ES and trainees at induction.

If there is a change in supervisor then there should be a handover between supervisors and also the local college tutor /TPD should be made aware.

It was unanimously felt that reallocation of supervisors / supervisees is the remit of the local college tutor and not the school of Paediatrics or TPDs. The reason for this is that if there are significant issues from either side this should be kept as a local issue unless there are trainee welfare issues that need addressing.

If there appears to be a persistent problem then this can be escalated to the local TPD and if necessary to the Head of School.

 Hannah Shore, TPD, 2019

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