



9/2/2023

# Medical Supervision Matters

Cohort: NWales 2023-1

A HANDBOOK for the MODULE or

“What you need to know to succeed on this course”

**Practical dilemmas and theoretical perspectives  
for the quality education of practicing doctors**



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## Taught sessions

**Introductory session:** ZOOM introduction to the course and details of course documents.

**Day 1 FULL day**     **Booklet One:** Exploring all the things we teach about *being a doctor*, without realizing it!

**Day 2 (FULL day)**     **Booklet Two:** What is 'good teaching'; what do I need to know and do about it?  
Also, preparation for a session of peer observation

**Day 3 (FULL day)**     **Booklet Three:** What do good teachers need to know about their supervisees, and about learning processes.  
Also, planning for observation by a teacher educator expert

**Day 4 (3/4 day)**     **Booklet Four:** Assessment and evaluation as developing teaching and learning  
Course evaluation and final preparation for submission of Portfolio

**NB:** Attendance at the Introductory Meeting and the four taught sessions and completion of all writing and reading activities is crucial for course certificate. The course certificate is essential for any APEL or Academy of Medical Education (AoME) application which you may wish to use later. **You are strongly advised (feedback from previous delegates) to book a day personal study leave between sessions 3/4/**

## Key Points of the Aims of the course

- This module is demanding, fun, very useful and has changed educational AND clinical practice in your peers.
- The focus is on practical dilemmas that supervisors face. The emphasis is on practical ways of working as a supervisor, how to think like a teacher, and how to work in a more humane mode of practice despite current pressures. We call this '*The moral mode of practice.*'
- Prior 'homework' is required, following very clear study guides. Taught sessions are used to enrich and elaborate what has been learnt through pair and whole group discussion and shared activities. Such prior work is crucial to the success of taught sessions. There is good tutorial support and help with developing your writing.
- A number of writing activities are part of this process and are required to be sent ahead by course members several days before each taught session (**see page 3 for full details of dates**).

The paperwork of this module together with your own writing, generates evidence that will be appropriate for:

- gaining GMC registration as a supervisor
- engaging in any Assessment of Prior Learning (APEL) towards a PG Cert in Medical Education
- presenting as evidence in application for membership of The Academy of Medical Educators.
- Your Appraisal portfolio.

## Aims of the Course

The aims of the course and the resource booklets / study guides are to enable course members to:

1. recognise the serious and significant impact of the character, values, beliefs and virtues of the teacher on the quality of teaching
2. understand and consider critically the basic educational principles (including those of learning, teaching and assessment) for the sound and worthwhile supervision of postgraduate doctors, so as to nurture supervisees in recognising clearly what is involved in safe and humane patient care
3. attend critically to both the practice of good supervision and its theoretical underpinnings within a framework of an informed understanding of the GMC standards for recognition and approval of supervisors (clinical and educational) and the implementation of the Generic Professional Capabilities Framework.

**The Resource Booklets are study guides, which will guide your personal study.**

They are designed to enable you to take a disciplined approach to studying.

Your successful completion of the course, and the value of the course to you will depend on it.

Remember, we will be available to help you.

### **The resource/ study guide booklets: *Medical Supervision Matters***

**This Introductory Booklet precedes four Work Booklets, plus Booklet Five, which is a Resource Booklet. Booklets One to Four contain all the details you need to structure your work on the module. You will receive all booklets at the start of the course. It is VITAL that you work in the order indicated within each guide and do not attempt to read through booklet until directed.**

1. Expect to take at least an average of 3 hours per week for your study. Each section indicates at the start the amount of time you should take on it. Previous candidates have strongly recommended booking a day's study leave between Day 3 and Day 4 to complete the work of Booklet 3.
2. Each section requires you to carry out some reading, some thinking and some written activities, and many will also ask you to look in detail at, and write about, your own supervisory practice. [Your preparation for the taught sessions will be the core of what you review, discuss and enrich through class discussion on the taught day.](#) These taught sessions will mean very little to you if you have not completed the work beforehand, and you will have nothing to share in the group and pair work unless you have sent ahead your writing as required and also come with the activities completed.

Pace your work carefully, trying to speed through it at the last minute *will not support your best learning.*

# Overview of the module and the dates for Cohort North Wales 2023 - 1

Module directors: Linda de Cossart

Module Faculty: Tim Wright, Lynne Thorogood, John Latham

## Introductory ZOOM Meeting

Monday 18<sup>th</sup> September 2023 at 4pm

2.5hrs

Review resources and vital information about the programme.

Attendance is essential.

### Pre-prep for Day One: work systematically through BOOKLET ONE

Your Time approximately 12hrs

Work systematically through Booklet One. Diary time for this and prioritise it.

Contact named tutor to clarify any queries. Do not spend time worrying!

**Complete and submit by midnight on 8<sup>th</sup> October 2023**

## DAY ONE: Full Day

Thursday 12<sup>th</sup> October 2023. 9.30am to 5pm

Pre-prep for Day Two: work systematically through Booklet Two

Your Time (12hrs)

**Complete and submit by midnight on 29<sup>th</sup> Oct 2023**

## DAY TWO: Full Day.

Wednesday 1<sup>st</sup> November 2023 9.30am to 5pm

Pre-prep for Day Three: work systematically through Booklet Three

Your Time (12hrs)

**Complete and submit by midnight on 18<sup>th</sup> Oct 2023**

Peer teaching observation will happen between dates we will provide.

## DAY THREE: Full Day

Tuesday 21<sup>st</sup> November 2023 9.30am to 5pm

Educator Teaching Observation will happen between dates we will provide.

Pre-prep for Day Four : work systematically through Booklet Four

Your Time (6hrs)

**Complete and submit by midnight on 10<sup>th</sup> December 2023**

## Day FOUR: Final Day

Friday 15<sup>th</sup> December 2023 9.30am to 3.30pm

This will respond to your writing and help you to enrich further your understanding of Booklet Four

You will be invited to offer a three-minute spoken evaluation to camera before the end of this session

## Portfolio Submission Date

14<sup>th</sup> January 2024.

### Key principles of the course:

- Teaching in the moral mode of practice offering worthwhile education
- Partnership, respect and commitment by teachers and learners.
- Everything we do as teacher's is (hopefully) modelling good teaching.
- Writing with a pen or pencil slows down the mind and expands thinking and ideas.

\* PLEASE NOTE: We cannot guarantee to provide a full written response on your submitted work unless it is in on time each month. Gaining a certificate for this module requires submission of a paper portfolio of your work as responded to in writing by tutors.

## Important points to support the writing you will be sending to Faculty by email

Discipline in such matters as writing for exploring and communicating your understanding of a subject is part of studying at postgraduate level. To be able to communicate in this way is expected of all learners who work at postgraduate level 7! Once you get into the habit of all this it will make sense and become easier. It will be a good influence on all writing that you do in the future. Make the most of this opportunity not only to learn about education but how to communicate it better with others.

**You must send your writing by the given date ahead of the taught day (see the timetable). This is to enable us to read and respond to it in writing, ready for the taught day. It means that we will already have some understanding of your particular response to the reading and thinking that you have done. It also means that you will have evidence for your portfolio of what you have written and how it has been responded to. Over time this will build up to provide a developmental record. It will be a record for you to look at and see how you are developing for yourself.**

We often pair you in class to share your writing, so you should bring **ONE PAPER copy** of your writing to each taught day. Your returned work will act as the second copy unless we have not received it (so then bring 2).

**An overview of the writing required for each booklet, is offered on each Booklet's 'Contents Page'. Each piece will have a code number. Please head that piece of writing with the code and heading given.**

Please produce a continuous set of pieces within one file, by starting each new section on a new page. This means that you will each send to the faculty **one electronic file** per session, containing all the pieces for that Booklet/ Session.

**These pieces of writing (the ones WE have written on in response) will ultimately be placed in your portfolio. That completed portfolio, together with full attendance at the 5 taught sessions, will entitle you to a certificate of completion of the module. (This will be required as part of any APEL process.)**

### Important Technical details

1. PLEASE USE 12 point Arial or Calibri in A4 format. (We use Macs, so please don't use files that are not compatible with this.)
2. **Please put your name, date, and page number at the foot of each page.**
3. **Please label your electronic file: Prep for session X/ MSM NWales 2023-1/your surname.doc**
4. Use single line spacing, but include headings that will enable us to find our way quickly and clearly through what you write.
5. Please label each section of your writing with the given code. Please respond to the question or task set.
6. Please try to make reference to the additional readings where appropriate to the writing task
7. **Please don't send bits of your work separately. We need a complete and completed file, which we can print off quickly.**
8. Please send each file to your allocated faculty member (this will be arranged at the introductory meeting. All emails and contacts are at the end of this booklet.

## Some important advice about the conduct of all sessions

- Your faculty tutor will be your first contact should you need to discuss anything related to your main progress through the module. **The core teaching team** are: Linda de Cossart, Timothy Wright, Lynne Thorogood, and John Latham. Contact details are at the end of this booklet.
- **Please arrive at the teaching room, ten minutes early so that you are ready for a prompt start**
- **You are strongly advised to bring with you to class a substantial wire-bound A4 notebook for your personal, 'diary' notes.** [Experience has taught us that you will probably find a notebook is more user- friendly for this sort of writing than using a computer.]
- This notebook is for recording **DATED** personal notes as we go along during the sessions. These will be your own 'diary' of activities and points arising from discussions, and comments about the study that you have completed. Only YOU will see these, and you will be drawing on them as you write a summary and evaluation of the module and for any APEL process you may engage in. The better you keep your diary, the easier this will be. You should review each day's notes after the taught session and may write more comments then. You should therefore write only on the right-hand page, leaving the left hand page for later and additional thoughts or even some quotations from the reading you will be doing.
- **Do not let your colleagues down by failing to bring the hard copies of your writing to share.**
- **Any other writing asked of you in the Work Booklets should be written into the 'note-making' boxes provided in that Booklet. You must bring each Booklet with you incrementally\* on the taught days in order to engage in discussions about what you have jotted down there. References will also be made to previously worked on booklets and you should bring these with you to each session. This means bring back booklets for reference as well as the one related to the particular taught day.**
- **While reading the articles / chapters listed in the reading boxes, you do not need to word process any notes you take privately unless specifically told to. BUT you should get into the habit of reading with your diary notebook open.**
- You should always begin by taking a full note of the author, date, title, place of publication and publisher (see the reference list at the back of each course booklet). The reference style is Harvard, which is the style educational texts not Vancouver which is used in medicine texts. Then when you note down a quotation that you may think you want to use in your own writing, **BE SURE TO NOTE THE PAGE NUMBER.** **A yellow highlighter on the text is OK for important quotations, if the copy belongs to you.**

**NB: The sessions are cumulative. Always bring all previous notes and study guides.**

**Never forget to bring this Introductory Booklet as we shall refer to it often.**

**Keep it with all the other Booklets**

## Observed Teaching Sessions.

Please consult this page frequently

- 1. There will be 2 observed sessions during this Module when you will teach ONE DOCTOR, in your own clinical setting, or nearby.** Ideally, this should be a doctor you regularly supervise and work with. Please start identifying a learner as soon as possible. In both observed cases you will be helped to plan the teaching session. **You should teach for no more than 40 minutes.** Your teaching should be about something that is appropriate for that learner at that time. **This is not the moment to dust off and bring out a set-piece lecture or PowerPoint!!**
- 2. You do not need to teach the same person each time, but if you can you should do so for your learner's sake. Your learner will be a physician or surgeon, each teaching topic should be different. If you need to teach someone who is not a doctor then discuss with the faculty. Advice is available.**
- 3. The first of these observations will be by a peer who is also on the course with you (or has been on a previous module we have taught), and you will observe each other between the dates that we will provide on day one. NB: Your preparation should include no more than ONE clinical educational intention and ONE ontological one. All this will become obvious!! Ypu may like to record this event.**
- 4. You will be responsible for organising this between you and a colleague on the course and subsequently writing about it. It must happen between the dates we will give you. You will need an undisturbed room and appropriate furniture (3 chairs). How you set this out will be significant!**
- 5. The second observation will be by an expert in teaching. This will be observed via Zoom or similar. Lynne and John are experienced at this and will help you plan. Again, you will teach ONE DOCTOR in your own clinical setting or nearby. This must be **between the dates we will agree on Day one.** You will be assigned an observer with whom you must negotiate dates (as well as negotiating with your learner). You should also expect and arrange to engage alone with your supervisor afterwards for about an hour, preferably in the same undisturbed room. **Again, 2 intentions are sufficient for a 40 min session: one clinical and one ontological. \*\*\* Use a NEW teaching focus for session two \*\*\* same or different learner.****

### The purpose of these observations and the process

- 1. This is to offer you a professional appreciation of your own teaching and some approaches to and understanding of teaching and learning that can help you get the most from sessions for both you and the learner.** Discussions will inevitably relate to the teaching you have received in class, the distance learning you have engaged in and the writing and reading you have done as part of that.
- 2. For the second observation you should expect your observer to be on line ten or fifteen minutes prior to the start time.** Please introduce the learner and observer before you begin! Please emphasise to your learner that it is you and your teaching that is being observed not them.
- 3. Your observer will be making full handwritten notes on what occurs. These notes will form the basis of a discussion between you and your observer immediately after the taught session.** You will be given a 'top copy' of the observer's hand-written notes made during your session. From these notes and in discussion with you, areas of interest, importance and development will be

explored.

**4. A focused report will be sent to you within a few days of the session. You will be invited to respond to this report with a brief email giving your reflections as you see fit; a few bullet points would be sufficient. This may include your thoughts on how you will be preparing for your portfolio submission.**

#### **5. Your paper Portfolio.**

Your paper Portfolio must contain all completed paperwork as submitted to your tutors. It **MUST** be the copy containing all the written comments (in the margins and at the end) that have been written, signed and dated by you tutor. You may add extra comments to what you submitted during the course before you hand in the Portfolio. This is yours and for you to interact with!

Papers must be properly labeled and well collated. Your ultimate audience might be a panel looking, for example, to allow you a place on a PGCert, membership of AoME etc

Nearer the hand-in time you will be given a detailed check list of these. For now, here is the overview of what that portfolio will need to contain.

#### **Required in Unit A**

**Writing A1; A2; A3; A4; A6; and A7**

#### **Required in Unit B**

**B1; B2; B3; B4; B5; B7; and B8 (wrongly labeled as B7 in the text) ADD a copy of your revised lesson plan also**

#### **Required in Unit C**

**B9; C1; C2; C3; C5; C6; C7**

#### **Called for in Unit D**

**C4; D1A; D1B; D5; AND D6**

**PLUS Your observation tutor's written report and any extra comments you may wish to comment on before submission.**

**It would be sign of your growing discipline of communicating of the portfolio had an introductory page and a summary of your key deepening understanding that has happened during this course.**

**We look forward to working with you.**

**We believe that what we call worthwhile education is a major key to quality patient care.**

**Above all we want to:**

- ❖ help you to recognize and build on the good things you already do as part of supervision**
- ❖ engage you in 'thinking like a teacher' about your supervisory work**
- ❖ share with you an educational language that reflects more precisely your aspirations for your supervisees**
- ❖ introduce you to a new way of seeing the practice of education**
- ❖ make the whole experience enjoyable.**



## Contact Details

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**Thank you for attending to all this. It helps us to help you**

**Course Director: Linda de Cossart CBE**

**Course Faculty: Tim Wright, Lynne Thorogood, John Latham**

**September 2023**