

**Mapping the Professional Development Framework to the Good Medical Practice Framework for Appraisal and Revalidation 2013**

Professional Development Framework (derived from AoME , the seven areas)	<i>GMC, The Trainee Doctor 2011</i>	<i>Good Medical Practice Framework for Appraisal and Revalidation 2013</i>
<p>1. Ensuring safe and effective patient care through training</p>	<p>‘Trainers must provide a level of supervision appropriate to the competence and experience of the trainee’ (paragraphs 6.29 – 6.31)</p>	<p>Attribute 1.2 ‘If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer’</p> <p>Attribute 2.1 ‘Make sure that all staff for whose performance you are responsible including locums and students, are properly supervised’</p> <p>Ensure systems are in place for colleagues to raise concerns about risks to patients</p> <p>Attribute 2.2 ‘Take action where there is evidence that a colleague’s conduct, performance or health may be putting patients at risk’</p> <p>Attribute 3.2 Work constructively with colleagues and delegate effectively</p>
<p>2. Establishing and maintaining an environment for learning</p>	<p>‘Trainers must provide a level of supervision appropriate to the competence and experience of the trainee’ ‘ (paragraphs 6.32 – 6.33)</p> <p>‘Trainers must be involved in, and contribute to, the learning culture in which patient care occurs’ (paragraphs 6.32 – 6.33)</p>	<p>Attribute 1.2 ‘If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer’</p> <p>Attribute 2.1 ‘Ensure systems are in place for colleagues to raise concerns about risks to patients’</p> <p>‘Report risks in the healthcare environment to your employing or contracting bodies’</p> <p>Attribute 3.1 “Encourage colleagues to contribute to discussions and to communicate effectively with each other’</p> <p>Attribute 3.2 Work constructively with colleagues and delegate effectively</p>

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<p>3. Teaching and facilitating learning</p>	<p>‘Trainers must provide a level of supervision appropriate to the competencies and experience of the trainee’ (paragraphs 6.29 – 6.31)</p>	<p>Attribute 1.2 ‘If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer’</p> <p>Attribute 2.1 ‘Make sure that all staff for whose performance you are responsible including locums and students, are properly supervised’</p> <p>Attribute 3.2 ‘Ensure colleagues to whom you delegate have appropriate qualifications and experience’</p> <p>‘Provide effective leadership appropriate to their role’</p>
<p>4. Enhancing learning through assessment</p>	<p>‘Trainers must provide a level of supervision appropriate to the competencies and experience of the trainee’ (paragraphs 6.29 – 6.31)</p>	<p>Attribute 1.2 ‘If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer’</p> <p>Attribute 2.1 ‘Make sure that all staff for whose performance you are responsible including locums and students, are properly supervised’</p> <p>Attribute 4.2 Be honest and objective when appraising or assessing colleagues and when writing references</p>
<p>5. Supporting and monitoring educational process</p>	<p>Mandatory requirements for educational supervision: paragraphs 6.3-6.9</p> <p>‘Trainers must provide a level of supervision appropriate to the competencies and experience of the trainee’ (paragraphs 6.29 – 6.31)</p> <p>‘Trainers must understand the structure and purpose of, and their role in, the training programme of their designated trainees’ (paragraphs 6.38 -6.39)</p>	<p>Attribute 1.2 ‘If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer’</p> <p>Attribute 2.1 Take part in systems for quality assurance and quality improvement</p> <p>‘Make sure that all staff for whose performance you are responsible including locums and students, are properly supervised’</p>

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<p>6. Guiding personal and professional development</p>	<p>Mandatory requirements for educational supervision: paragraphs 6.3-6.9</p> <p>‘Trainers must understand the structure and purpose of, and their role in, the training programme of their designated trainees’ (paragraphs 6.38–6.39).</p>	<p>Attribute 1.2 ‘If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer’</p> <p>Attribute 3.2 Work constructively with colleagues and delegate effectively</p>
<p>7. Continuing professional development as an educator</p>	<p>‘Trainers must be involved in, and contribute to, the learning culture in which patient care occurs’ (paragraphs 6.32 – 6.33)</p> <p>‘Trainers must be supported in their role by a postgraduate medical education team and have a suitable job plan with an appropriate work load and sufficient time to train, supervise, assess and provide feedback to develop trainees’ (paragraphs 6.34- 6.37).</p> <p>‘Trainers must understand the structure and purpose of, and their role in, the training programme of their designated trainees’ (paragraphs 6.38–6.39).</p>	<p>Attribute 1.1 Maintain your professional performance</p> <p>Attribute 1.2 ‘If you are a teacher/trainer apply the skills, attitudes and practice of a competent teacher/trainer’</p> <p>Attribute 3.2 ‘Act as a positive role model for colleagues’</p> <p>‘Provide effective leadership appropriate to their role’</p>

Information on the Faculty Development Multi-Source Feedback Tool for Educational Supervisors can be found here:

<http://www.faculty.londondeanery.ac.uk/supervisor-MSF/multi-source-feedback-tool>