

## 2018 Training Data Analysis

### Topic: Educational Supervision

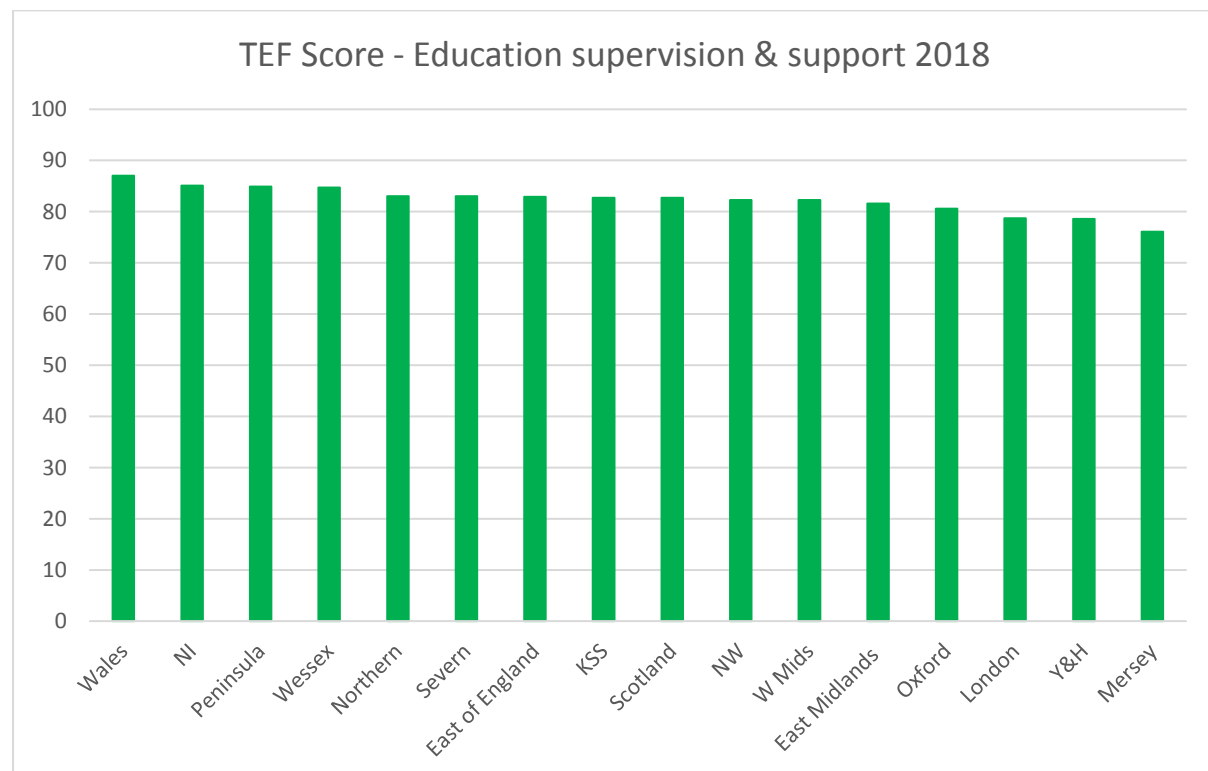
Educational supervision is a crucial element within postgraduate training and formal processes for the standards of this are now required by the GMC and overseen by Health Education England.

Information on educational supervision is collected in the GMC Training Survey and the RCOG Trainee Evaluation Form (TEF).

All RCOG trainees are assigned an Educational Supervisor who will be trained in effective educational supervision.

Trainees should meet with their Educational Supervisor within 2 weeks of starting their role as part of their induction and ideally at least every 4 months thereafter.

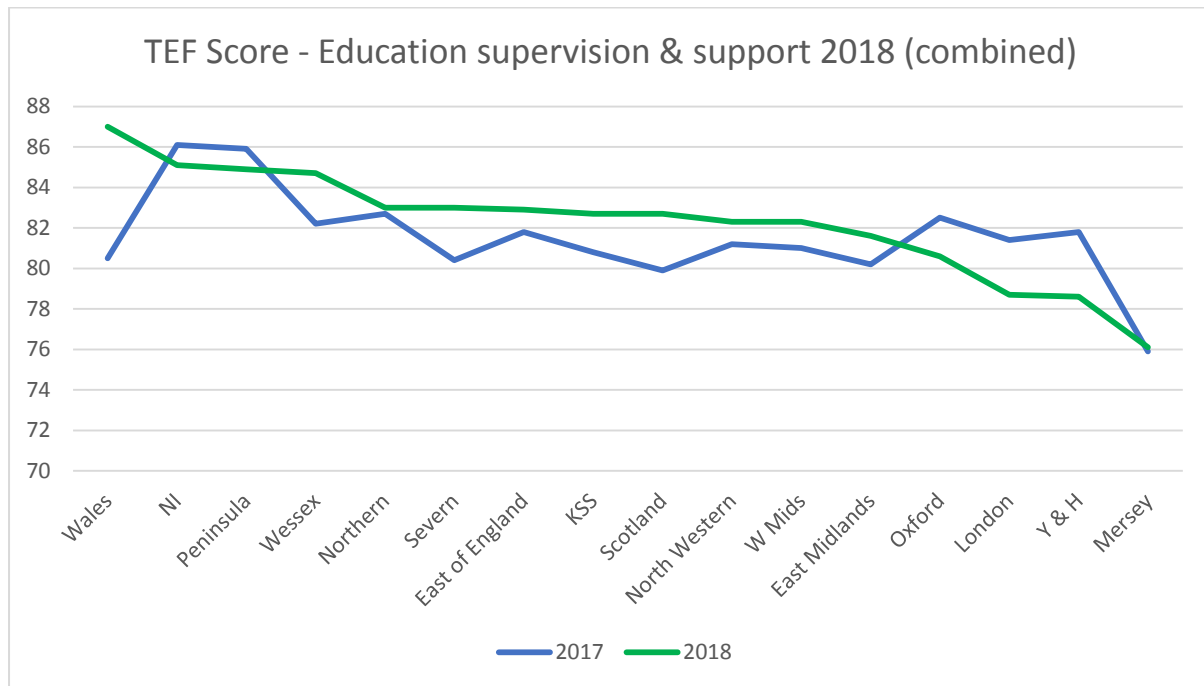
Overall the trainee response regarding educational supervision and support is very positive (see Figure 1). By deanery all regions scored 'green' (>70/100) and only 6 individual trusts scored 'amber' (50-69.99). Wales scored the highest (87) and Mersey the lowest (76.1).



**Figure 1:** Combined TEF Score for educational supervision & support by Deanery

The variation across the country is quite minimal and so is the variation across trainee grade.

Making comparison with last year's TEF data, which was also positive; 10 deaneries have improved their score, 5 have scored lower and 1 deanery has an essentially unchanged overall score (see Figure 2). Wales in particular has improved its score significantly, from 80.5 to 87 (+6.5). Unfortunately, Mersey which scored lowest in 2017 (75.9) has only improved its score to 76.1 (+0.2).

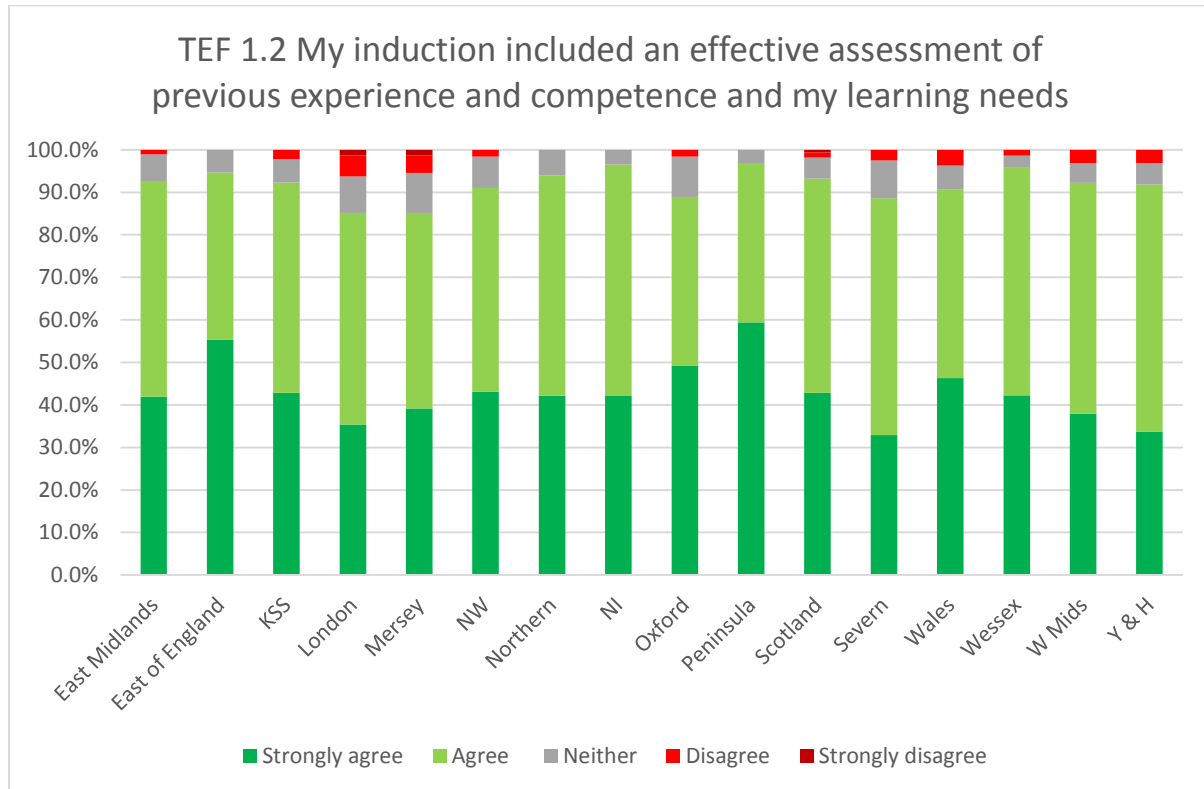


**Figure 2:** Combined TEF score for educational supervision & support by Deanery, for 2017 and 2018.

Breaking down the TEF questions into the 4 specific questions relating to educational supervision and support, responses are positive as detailed in Table 1, the question with the most negative (3.4%) and impartial responses (10.9%) was 1.3 regarding the ability to have regular meeting.

Question	Positive response (Strongly agree or agree)	Impartial response (Neither agree nor disagree)	Negative response (Strongly disagree or disagree)
<b>TEF 1.2</b> My induction included an effective assessment of previous experience and competence and my learning needs	1601 (90.7%)	114 (6.5%)	51 (2.8%)
<b>TEF 1.3</b> I was able to have regular meetings with my educational supervisor to review my progress and ongoing learning needs	1501 (85.7%)	191 (10.9%)	59 (3.4%)
<b>TEF 1.4</b> My educational supervisor was supportive and approachable when needed	1614 (93.5%)	97 (5.6%)	15 (0.9%)
<b>TEF 1.5</b> I felt able to voice concerns over my training if required	1191 (92.3%)	78 (6.0%)	22 (1.7%)

**Table 1:** TEF questions and responses regarding educational support & supervision



**Figure 3:** TEF 1.2

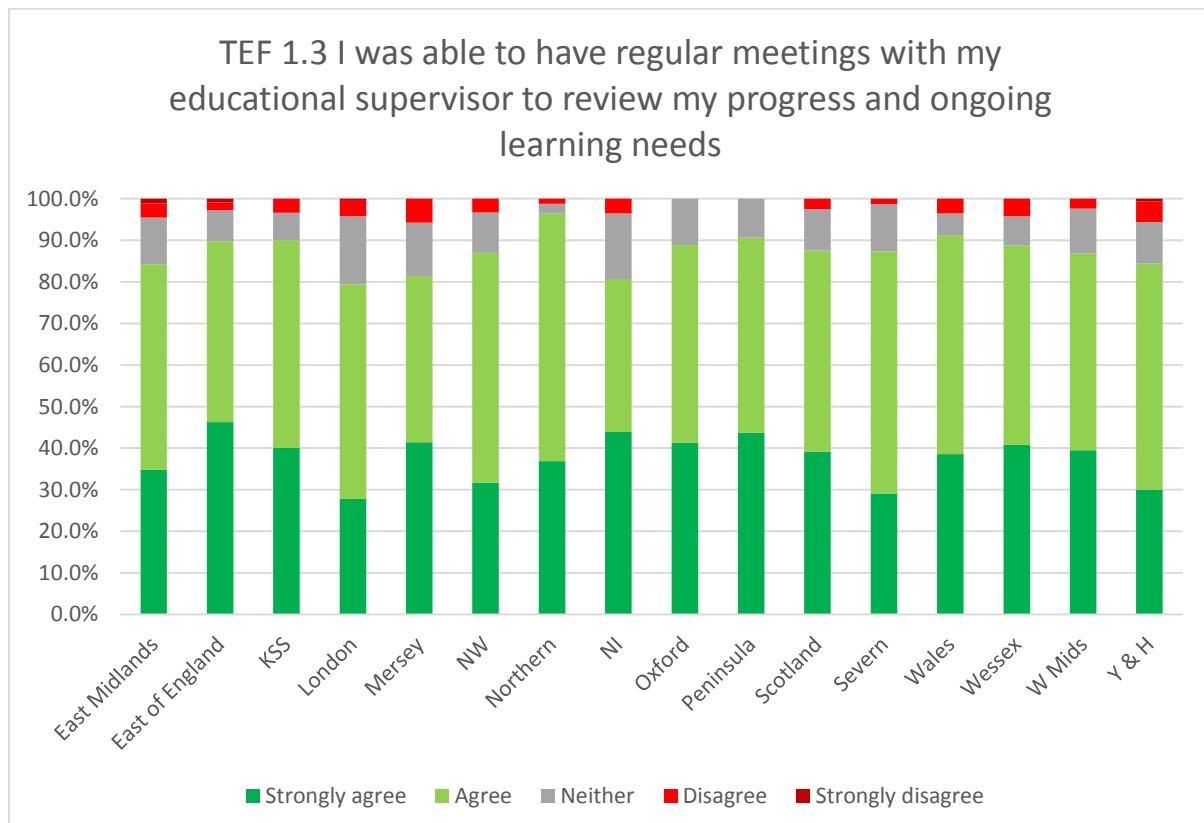


Figure 4: TEF 1.3

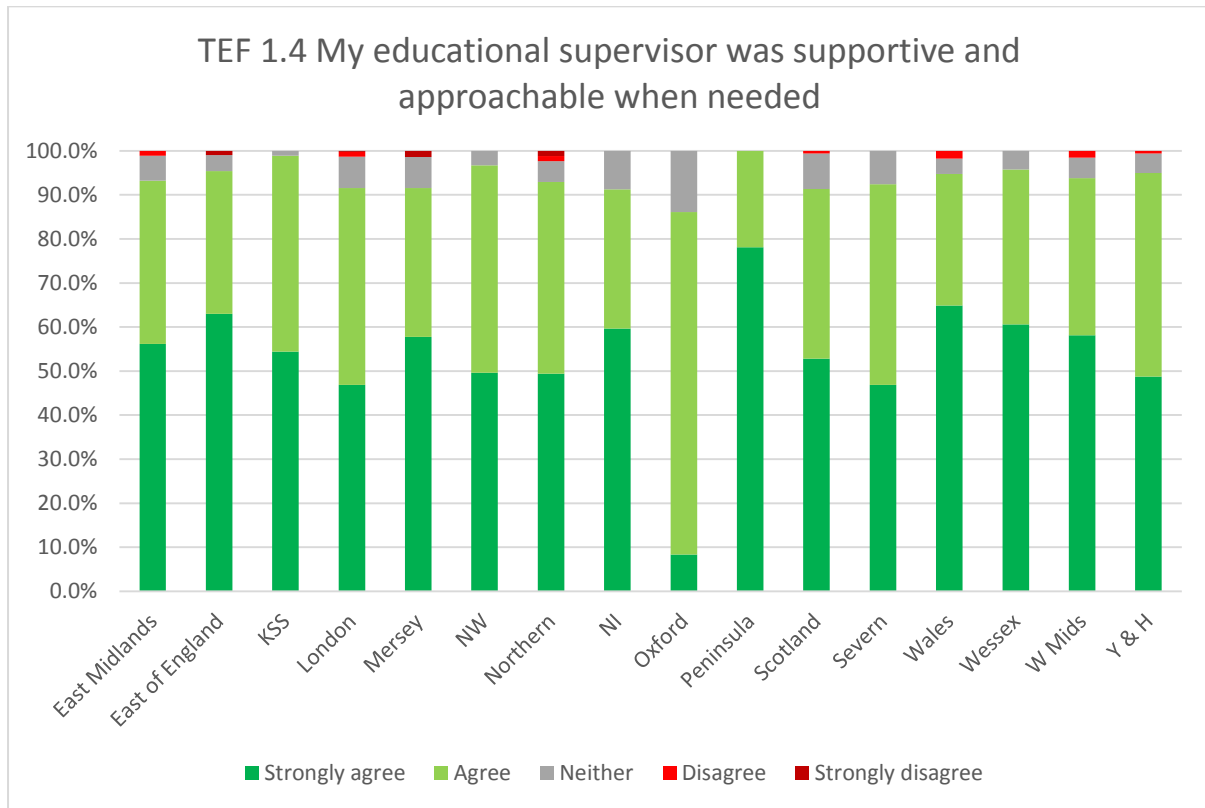
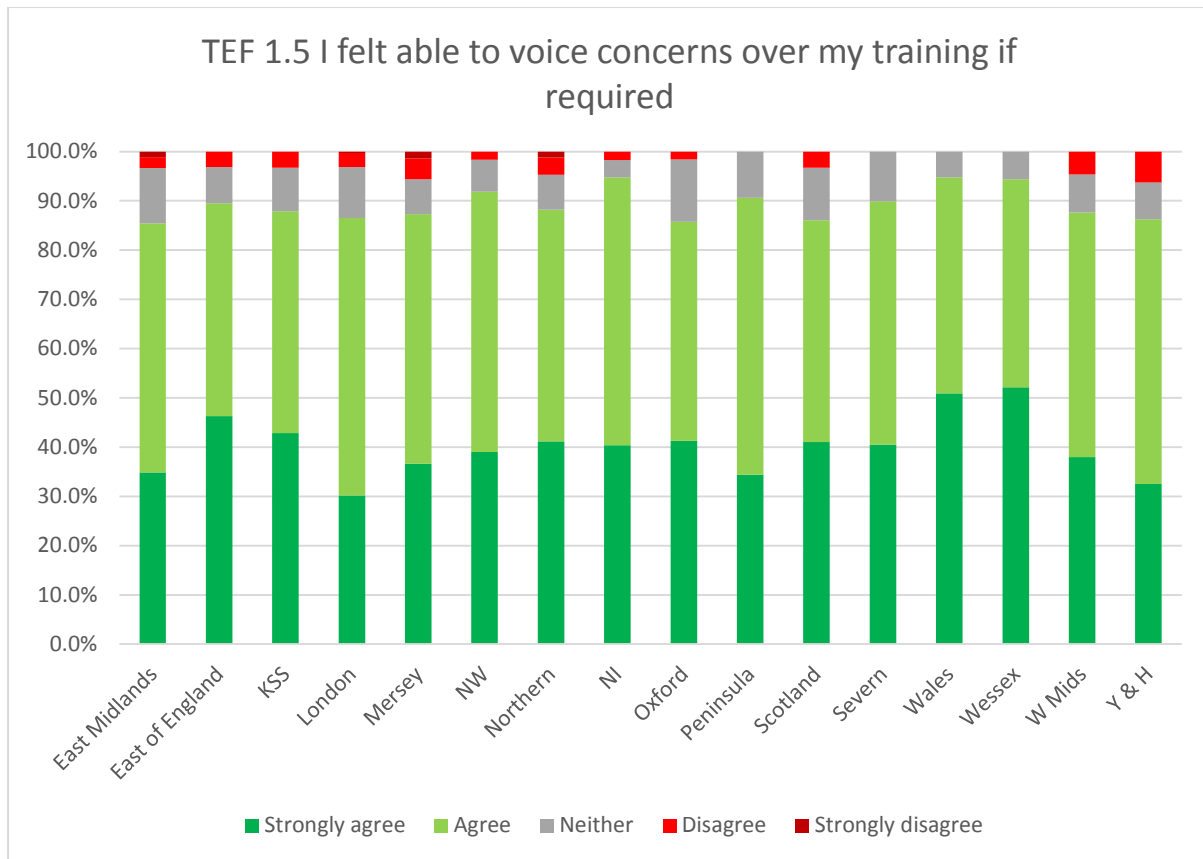


Figure 5: TEF 1.4



**Figure 6: TEF 1.5**

Reviewing the lowest scoring trusts, only 1 trust was identified in both the TEF and the GMC survey.

**Scoring <70 in TEF**

- The Queen Elizabeth Hospital King's Lynn NHS Trust
- Royal Marsden NHS Foundation Trust
- Isle of Man
- Southport & Ormskirk Hospital NHS Trust
- NHS Highland
- Barnsley Hospital NHS Foundation Trust

**Scoring <70 in GMC Survey**

- West Hertfordshire Hospitals NHS Trust
- Basildon and Thurrock University Hospitals NHS Foundation Trust
- Barnsley Hospital NHS Foundation Trust
- Salford Royal NHS Foundation Trust

GMC SURVEY	2012	2013	2014	2015	2016	2017	2018
North West Anglia NHS Foundation Trust	86.36	79.17	90.63	93.75	100.00	90.63	94.38
Northern Health and Social Care Trust	92.39	93.00	94.57	91.67	97.08	94.21	93.13
The Royal Bournemouth and Christchurch Hospitals NHS Foundation Trust	90.63	81.25	95.83	96.88	95.83	81.25	92.71
Harrogate and District NHS Foundation Trust	97.50	94.44	84.38	100.00	93.75	86.11	92.36

University Hospitals Plymouth NHS Trust	88.75	83.33	92.65	91.25	86.76	82.29	91.56
St George's University Hospitals NHS Foundation Trust	95.00	86.11	90.00	84.38	71.43	87.04	91.25
Dartford and Gravesham NHS Trust	77.08	95.83	87.50	94.23	93.33	86.67	90.97
Blackpool Teaching Hospitals NHS Foundation Trust	97.50	97.50	90.91	100.00	97.92	91.67	90.87
The Princess Alexandra Hospital NHS Trust	87.50	93.18	80.56	93.18	88.89	81.67	90.63
Western Health and Social Care Trust	90.00	86.84	98.53	91.67	92.31	87.82	90.18
Maidstone and Tunbridge Wells NHS Trust	88.00	94.23	87.50	94.79	88.64	86.36	74.69
East Sussex Healthcare NHS Trust	72.50	86.11	92.50	90.00	90.00	93.52	74.43
The Dudley Group NHS Foundation Trust	85.00	94.23	92.31	93.75	92.50	85.61	74.38
University Hospitals Bristol NHS Foundation Trust	89.58	92.05	93.18	96.43	95.00	87.50	74.15
Kettering General Hospital NHS Foundation Trust	70.83	82.69	90.00	95.45	82.50	84.62	73.96
South Warwickshire NHS Foundation Trust	75.00	85.71	68.75	92.86	77.78	89.58	72.32
West Hertfordshire Hospitals NHS Trust	78.17	91.25	88.54	89.06	92.65	86.22	69.53
Basildon and Thurrock University Hospitals NHS Foundation Trust	87.50	85.00	92.50	91.67	96.88	90.97	69.44
Barnsley Hospital NHS Foundation Trust	82.69	95.00	90.91	82.81	92.31	91.32	67.50
Salford Royal NHS Foundation Trust	75.00	81.25	84.38	75.00	91.67	86.81	57.81

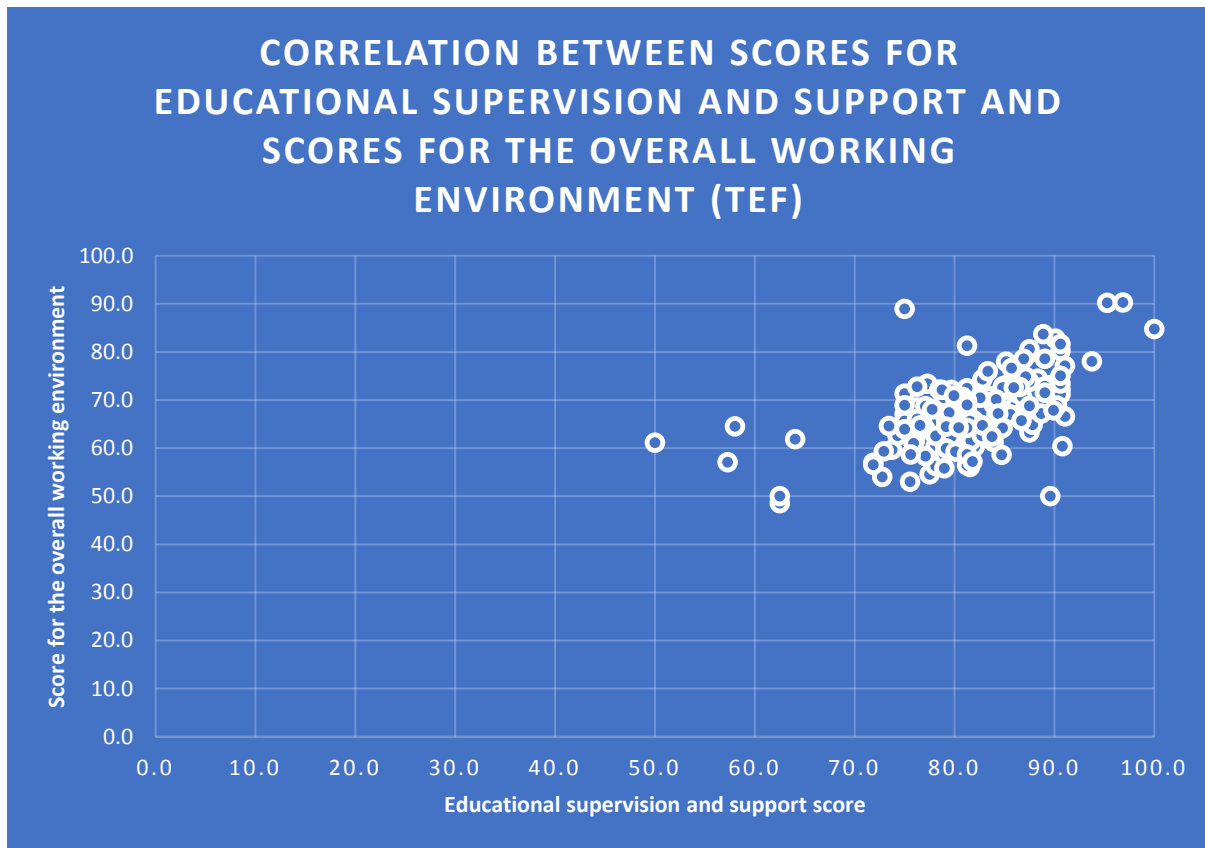
**Table 2: GMC Survey results [educational supervision] by year, top and bottom 10 units**  
Interestingly, as demonstrated in Table 2, showing the top 10 (green) and bottom 10 (red) trusts for the 2018 responses, the units who have scored the least well have all scored much less than in the previous years, which is concerning as to what has changed to detriment the trainee experience in these units. Similarly, in table 3 there have been significant drops in score for all but 1 of the units in the bottom 10 and some large increases in rank in the scores of the top 10 units.

Trust	Score	Rank change
Cwm Taf Health Board (South)	100	13
NHS Borders	96.9	12
Southend University Hospitals NHS Foundation Trust	95.3	5
East Lancashire Hospitals NHS Trust	93.8	8
The Princess Alexandra Hospital NHS Trust	91.1	13
Royal Devon & Exeter NHS Foundation Trust	91.1	-4
Birmingham Women's NHS Foundation Trust	90.8	7
Mid Essex Hospital Services NHS Trust	90.6	22
Dartford and Gravesham NHS Trust	90.6	2
Gateshead Health NHS Foundation Trust	90.6	7
Western Health and Social Care Trust	90.6	n/a
Betsi Cadwaladr University Health Board (West)	90.6	5
Hereford Hospitals NHS Trust	90.6	41
North Tees and Hartlepool NHS Foundation Trust	72.9	-15
Bolton NHS Foundation Trust	72.8	-4

James Paget University Hospitals NHS Foundation Trust	71.9	-28
Milton Keynes Hospital NHS Foundation Trust	71.9	-10
NHS Highland	64.1	-13
The Queen Elizabeth Hospital King's Lynn NHS Trust	62.5	6
Royal Marsden NHS Foundation Trust	62.5	n/a
Barnsley Hospital NHS Foundation Trust	58	-31
Southport & Ormskirk Hospital NHS Trust	57.3	-19
Isle of Man	50	-19

**Table 3:** TEF scores [educational supervision], top and bottom 10 units

It is difficult to draw many correlations from the educational support data as it is positive and narrowly spread, however there does seem to be a positive correlation between units where trainees rate their educational supervision highly and their scores of the overall working environment. (see Figure 7)

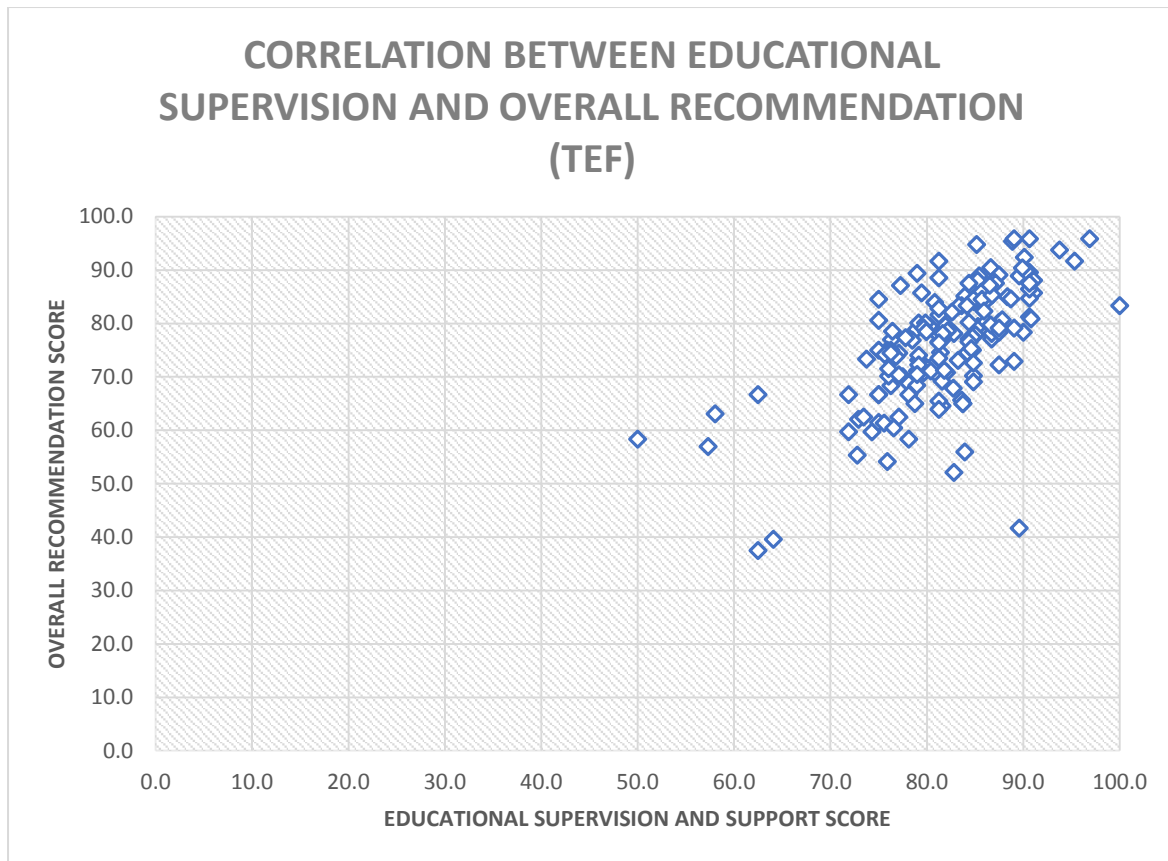


**Figure 7:** Correlation between educational supervision and the working environment

This is particularly important when considering the high attrition rates in O&G and therefore the possibility that improving educational supervision may be one way that the working environment may be improved. The importance of good educational supervision will also be paramount with the implementation of the new core curriculum, where support from the educational supervisors will even more crucial for curriculum completion and ARCP progression.

There is also a positive correlation when looking at educational supervision and support with the overall recommendation score given by trainees (see Figure 8), further strengthening the idea that educational supervision and support is a crucial element in a trainee's overall experience and satisfaction within a unit.

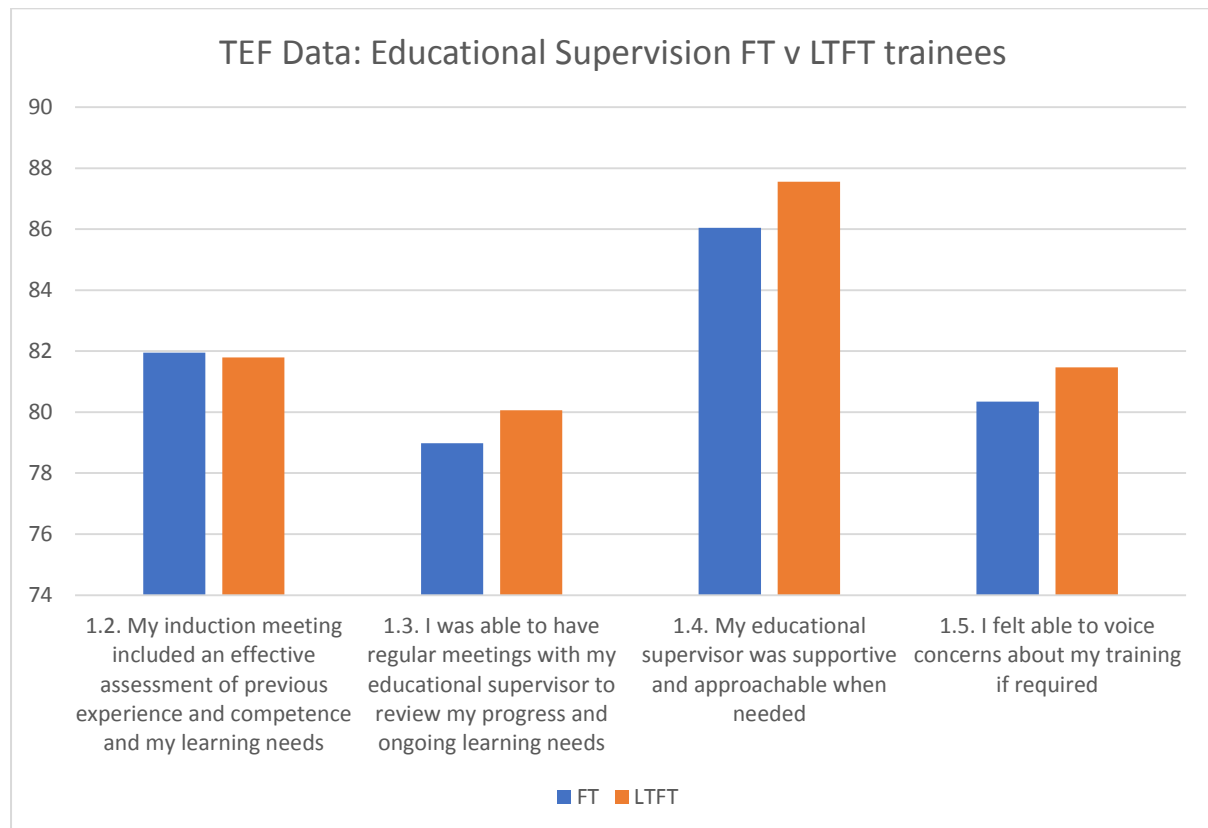




**Figure 8:** Correlation between educational supervision and support with the overall recommendation

Educational supervision scores were compared with questions on workload and there did not appear to be any correlation.

Interestingly, trainees that work less than full time (LTFT) generally gave higher scores for educational supervision (see Figure 9). It is difficult to know if this is related to how the work schedules of FT/LTFT trainees compare, or whether LTFT trainees are overall more satisfied.



**Figure 9:** Average educational supervision scores for FT and LTFT trainees

## Summary

Overall, similar to 2017 the trainee perception of educational supervision and support is very positive.

10 deaneries have improved their TEF score, 5 have worsened and 1 has remained unchanged.

Overall, variation across the country and across grades are minimal.

A total of 9 individual units scored <70 in either the TEF or GMC survey. No deanery scored <70 on average.

At individual unit level, the lowest scoring units had scored well in 2017. The Mersey deanery scored the lowest on the educational supervision theme in 2017 and unfortunately has not improved in the 2018 analysis.

High scores for educational supervision seem to be correlated with a positive working environment and overall recommendation, although it is not possible to suggest a causative link it should be considered when attempting to improve the trainee experience.

Educational supervision is likely to be even more important with the implementation of the new core curriculum and support for supervisors will be developed by the Educational Supervision task and finish group.

Although this is a theme that has consistently scored highly amongst trainees, it is important that ways to improve continue to be considered, especially in deaneries where little change has been seen between the 2017 and 2018 analysis.

Last year the Training Evaluation Committee (TEC) wrote to the most highly performing units to ascertain ways in which they had scored so well to try and create guidance for other units to improve performance, it would be helpful to repeat this process, particularly for the units where they have significantly improved their scores from previous years.

## **Authors**

Dr Marie O'Sullivan

Miss Karen Joash