



Role of the Educational Supervisor for the LFFLM

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Introduction

It is essential to have competent healthcare professionals to provide safe care for patients whether they are detainees in police custody or complainants/complainers of assault. There should be equivalence of healthcare and confidentiality in the custodial setting as compared to that enjoyed by patients in the outside community. The FFLM have produced Quality Standards in response to recognition by the Home Office that the FFLM is responsible for the standards to be expected from all healthcare professionals involved in custody healthcare and forensic examinations: *Quality Standards in Forensic Medicine* and *Quality Standards for Nurses and Paramedics in Forensic Medicine (GFM)*.

The FFLM examinations LFFLM GFM and/or SOM require candidates to identify and obtain the cooperation of a personal educational supervisor to assist in fulfilling the requirements for the Part 2 examination.

The role of the educational supervisor is to certify the completion of each of the modules by signing the appropriate sheet in the Compendium of Validated Evidence (COVE). A person specification is outlined below. It is the candidate's responsibility to identify and obtain the cooperation of their own educational supervisor(s).

The role of the educational supervisor is distinct from that of the *clinical validator*, but it may occasionally be necessary for the same person to fulfil both roles.

If there is more than one educational supervisor, the module should be signed off by the educational supervisor who has had the greater involvement.

The educational supervisor should where possible:

- Have experience of being a clinical supervisor;
- Have some understanding of educational theory and practical education techniques.
- GMC requirements state that training to be an Educational Supervisor is mandatory for doctors.

Job Purpose

The educational supervisor is the individual who is responsible for guiding and monitoring the progress of a candidate for the completion of the COVE and the case

portfolio. He/she may be in a different department, or in a different organisation from the candidate. Every candidate must have a named educational supervisor to sign off the documentation; it is the candidate's responsibility to engage his/her educational supervisor.

Key Responsibilities

- The educational supervisor must familiarise him/herself with the structure of the LFFLM (SOM and/or GFM), the curriculum and the educational opportunities available to candidates.
- The educational supervisor where possible should:
 - Have previous experience of being an educational supervisor.
 - Have some understanding of educational theory and practical educational techniques.
 - Ensure that an appropriate Clinical Validator signs off the component.
- The educational supervisor should, whenever possible, ensure that the candidate is making progress with completion of the case portfolio.
- The educational supervisor should meet the candidate as soon as possible after the decision to commence a case portfolio to:
 - Establish a supportive relationship;
 - Indicate to the candidate:
 - That he/she is responsible for his/her own learning;
 - The structure of their work programme set against the curriculum;
 - The educational opportunities available;
 - The assessment system;
 - The portfolio.
 - Meet the candidate regularly to check progress and sign off completed sections of the portfolio to meet the requirements of the assessment system.



Person Specification for the Educational Supervisor

| Attributes | Essential | Desirable |
|-----------------------------|---|--|
| Qualifications | <p>GMC or NMC or HCPC full registration</p> <p>Specialist or General Practitioner registration for medically qualified educational supervisor or MFFLM or LFFLM or Postgraduate Certificate – Advanced Forensic Practice (Sexual Assault and/or Custody)</p> | <p>Postgraduate qualification in education</p> |
| Knowledge and skills | <p>Knowledge of management and governance structures in medical education and training and awareness of recent changes in the delivery of medical education and training nationally and locally.</p> <p>Assessment methods (see the Educator Hub on E-learning for Healthcare (e-LfH), https://www.e-lfh.org.uk/programmes/educator-hub)</p> <p>Follow GMC standards: https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes for further information.</p> <p>Training and experience and as an educational supervisor.</p> <p>Enthusiasm for delivering training.</p> <p>Effective communications skills, motivating and developing others, approachability, good interpersonal skills.</p> <p>Significant experience in sexual offence medicine and/or general forensic medicine as applicable.</p> <p>Trained in Equality and Diversity (updated every 3 years)</p> | |