Supervisor Self-Reflection and Skills Review Tool

This tool is designed to support you, individually and with the help of your peers, to reflect on your supervisory practice and to identify both strengths and areas for targeted development. It aligns with the RACP Educator Training and Support Strategy for Supervisors and Supervision, which underpins excellence in education delivery for all RACP trainees.

Reflecting on, and seeking feedback on, your supervisory practice can be a valuable CPD activity. You can use this tool to attract CPD in categories 2 and/or 3 of the CPD Framework:

- As a peer review activity (category 2 – reviewing performance):

  Work with a peer who has a good knowledge of your supervision style. Agree to complete the form for each other and arrange to have a reflective discussion to assist each other to identify areas for development. It may also be valuable to complete the activity as a team providing feedback for each other and/or using the competencies as the focus of a peer review meeting.

- As a self audit of your supervisory skills (category 3 – measuring outcomes):

  Take the time to review your performance against each of the supervisory competencies. Create a plan to meet any development needs you identify. The supplemental material may help. You could complete the tool again following a number of trainee placements to chart change in your practice.

Use the tool to meet your needs and the reality of your workplace. You can choose particular areas to review/seek feedback on, or, over time, seek feedback on all the areas listed.

Details. Completion of supervisor self reflection and skills review tool

Name of person claiming CPD		**Signature**	
Category of CPD being claimed **(Cat 2: peer review or Cat 3: self audit)**		**Date/s of activity** **CPD hours claimed**	
Name of person providing feedback **(cat 2 claim)***		**Signature**	
Name of person confirming completion of self-audit **(cat 3 claim)**		**Signature**	

Retain this page with the above details completed as evidence of completion of the activity

Form 1: Supervisor Self-Reflection and Skills Review Tool

Identify strengths and areas for development. Be as specific as possible with your comments. Not every capability has to attract a comment. Maintain trainee confidentiality

Domain 1: Educational Leadership and Management		Self-comment	Peer comment
Demonstrate strong educational leadership	Provide positive role modelling through demonstration of exemplary professional behaviours and relationships.		
	Work in collaboration with other Fellows and inter-disciplinary teams to educate trainees.		
Plan and manage for effective supervision	Manage educational time, adhering to the RACP standards, policies, and requirements		
	Support experiential or social training experiences within the multidisciplinary team		
Advocate for enhanced support for trainees	Understand and use the RACP Training Support Policy and Pathway to identify, support and manage trainees who are or could be experiencing difficulties.		
	Identify and report training concerns		
Self-reflect on supervisory performance	Model appropriate feedback styles and regularly seek feedback on supervisory practices.		

	Encourage self-reflection in trainee relationships, to identify areas of improvement and plan for future learning.		
Self-comment overall on educational leadership and management			
Peer comment overall on educational leadership and management			

Domain 2: Learning Environment and Culture		Self-comment	Peer comment
Understand how to establish an effective learning environment	Foster and promote wellbeing and a supportive learning environment for trainees.		
	Establish positive working relationships and communicate effectively with trainees.		
	Engage in multi-disciplinary learning to promote a supportive and effective learning environment.		
	Involve the trainee in improving the educational environment.		
	Communicate effectively and build/model positive working relationships.		
Recognise the importance of planning for learning and assessment	Demonstrate a clear understanding of RACP curricula, learning outcomes and Training Program requirements.		

	Negotiate with and encourage trainee completion of learning plans/contracts with trainees based on their learning needs and goals, in the context of the Training Program and curricula.		
	Engage and motivate trainees to learn.		
Define and model professional behaviour	Recognise the influence and importance of role modelling.		
	Contribute to an inclusive and culturally safe environment where differences are valued.		
	Engage in and model iterative and critical self-reflection of their own cultural identity, power, biases, prejudices through their clinical and supervisory behaviours.		
	Encourage and ensure equal opportunity for trainees.		
	Take corrective action to deal with negative behaviours that impact the learning environment.		
Optimise opportunities for learning	Use effective educational techniques and tools.		
	Facilitate a wide variety of work-based learning and assessment opportunities.		
	Support and monitor trainee progress towards their goals.		

	Align assessments with learning goals and work-based activities		
Self-comment overall on learning environment and culture			
Peer comment overall on learning environment and culture			

Domain 3: Teaching and Facilitating for safe practice		Self-rating	Reviewer rating
Use safe and effective work-based assessments/ activities to guide learning	Identify and allocate work-based activities for trainees that are appropriate to their competence.		
	Ensure trainees are not given inappropriate tasks or excessive workload.		
Make evidence-based assessment on trainee performance	Understand the importance of assessing learning.		
	Support trainees to build evidence of work-based learning.		
	Combine multiple pieces of evidence to assess trainee performance against the training program and curricula and requirements.		
Use evidence-based tools to improve supervisory practice	Demonstrate an understanding of evidence-based supervision and education principles.		
	Adopt strategies for self-assessment and seeking feedback on supervisory		

	practices to identify areas for improvement. Engage in ongoing Professional Development relevant to supervision activities.		

Self-comment overall on Teaching and Facilitating for safe practice

Peer comment overall on Teaching and Facilitating for safe practice