

Self Assessment Tool Instructions:

The following form has been created to help supervisors to self assess against each of the Competencies in the Supervisor Framework. The form is for personal use only, but can be used to inform your CPD learning plan and to identify areas that you may like to explore. Each competency is colour coded according to Core (orange) and Aspiring to Excellence (green). Click next to the competency and a drop down box will give you three options: Achieved (if you feel you have already achieved this competency), Partially Achieved (if you think you are working towards achieving the competency but still need to work on it) and Not achieved (for those competencies you think you need to consider professional development to achieve). You may also like to record personal reflections on the right including evidence of achievement towards a competency.

Competency	Self Assessment	Reflection/Comments
1. Professionalism		
1.1 Models professional and ethical standards regarding Trainee education and training		
Maintains performance as a competent practicing surgeon		
Complies with the RACS Code of Conduct, regulatory and legislative requirements		
Leads and addresses a zero-tolerance approach towards unprofessional behaviour including discrimination, bullying and sexual harassment		
Maintains respectful interactions when under stress and responding to adversity		
1.2 Develops professional educational expertise		
Evaluates and reflects on own capabilities as a supervisor and teacher		
Seeks to develop the skills, attitudes and practices of an effective teacher		

Competency	Self Assessment	Reflection/Comments
2. Educational Management and Leadership		
2.1 Implements high quality evidence based educational standards		
Manages and reports critical training incidents promptly		
Advocates for training post accreditation standards		
Maintains confidentiality of sensitive information relating to Trainees		
Contributes to an educational vision for the Unit		
2.2 Liaises with professional education organisations		
Facilitates impartial and timely resolution of training related disputes		
Engages with and advises RACS Specialty Training Boards in matters relevant to education and training		
Engages with stakeholders to protect and advocate for Trainee education and training		
Advocates for professional and personal development for Trainees		
2.3 Facilitates a team approach to teaching		
Involves and supports the clinical team in teaching and training		
Evaluates and builds the team's teaching capabilities		
Delegates teaching tasks clearly and appropriately to team members		
Modifies teaching according to the team's education skills and abilities		
Identifies and supports the development of new supervisors		

Competency	Self Assessment	Reflection/Comments
3. Trainee and Patient Safety		
3.1 Maintains patient safety and high quality care whilst facilitating Trainee learning		
Facilitates cultural awareness and safety to ensure patient rights are respected in the training situation		
Facilitates Aboriginal, Torres Strait Islander and Maori cultural awareness training for Trainees		
Demonstrates and instructs correct and safe surgery when supervising and teaching Trainees		
Maintains patient safety whilst providing Trainees with opportunities for independent practice		
3.2 Facilitates personal health and wellbeing of the Trainee		
Identifies Trainee stress and fatigue and provides resources to ensure well being		
Supports Trainees to take responsibility for their own health, and wellbeing		

Competency	Self Assessment	Reflection/Comments
4. Teaches and Facilitates Learning		
4.1 Establishes and maintains a safe and supportive environment for learning		
Establishes and maintains a professional relationship with the Trainee		
Recognises Trainees' prior knowledge and acknowledges them as 'coproducers' of new knowledge and skills		
Supports Trainees to learn and to ask questions without fear of repercussions		
Facilitates access to learning opportunities, including theatre and clinic lists		
Reviews and adjusts supervision to meet the needs of Trainees, colleagues and patients		
Facilitates Trainee learning through clear instruction and constructive feedback		
Recognises potential barriers to Trainee learning and identifies strategies to manage		
Empowers Trainees to improve the educational environment		

Competency	Self Assessment	Reflection/Comments
4.2 Promotes learning through teaching		
Ensures Trainees have a comprehensive training orientation to the unit		
Knows their specialty curriculum and how to deliver it		
Identifies Trainee learning needs and cocreates specific learning goals with the Trainee		
Enables Trainees to undertake selfdirected learning in a variety of clinical contexts and settings		
Observes and questions Trainees to promote and evaluate their learning		
Utilises a range of learner centred teaching and training techniques		
Creates opportunities for Trainee peer learning		
Provides Trainees with practical learning experiences appropriate for their level of training		
Shares clinical decision making to facilitate Trainee learning		
Encourages Trainees to undertake appropriate external training opportunities		
Directs Trainees to useful learning resources		
Facilitates Trainee learning of new digital technologies in healthcare		
Supports Trainees to prepare for the Specialty Fellowship Examination		
Integrates educational theory into practice to develop Trainee clinical decision making		
Recognises and uses spontaneous learning opportunities		
Evaluates the teaching program at the end of the rotation to meet curriculum and accreditation requirements		

Competency	Self Assessment	Reflection/Comments
5. Assessment of Learning		
5.1 Monitors learning through assessment and feedback		
Establishes a culture of constructive feedback as the norm		
Uses recommended assessment tools and models of feedback		
Provides regular and specific feedback to assist Trainees to monitor and improve their performance		
Makes fair, valid, unbiased and reliable judgements about Trainees' performance when assessing		
Facilitates and documents midterm and end of term assessments		
Encourages Trainees' ownership and engagement in the assessment process		
5.2 Manages underperformance		
Identifies underperforming Trainees based on objective information		
Informs Trainees of concerns and referral pathways and assistance offered by RACS		
Refers Trainees to the RACS Specialty Training Boards in a timely manner		
Ensures Trainees have an identified Supervisor available for all clinic and theatre list		