

Educational leadership and supervision policy

Policy Name	Educational leadership and supervision policy
Department	Education Services
Approved By	College Education Committee
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1. Purpose and scope

This policy defines educational leadership and supervision in the context of RACP training programs, and describes key principles which underpin these important and influential activities.

Directly linked to this policy is the *RACP Framework for Educational Leadership and Supervision* which details the specific roles and competencies, and the selection, accreditation and evaluation processes.

The aim of this policy is to foster excellence in educational leadership and supervision across all RACP training programs and to ensure that learning environments are appropriately resourced to enable delivery of continuous, progressive, dynamic learning.

RACP Supervisors and Educational Leaders are delegated College roles. It is expected that supervisory and educational leadership roles and responsibilities, carried out under College auspices and with College support, comply with this policy and the corresponding framework.

2. Definition of educational leadership and supervision

Educational leadership and supervision occur alongside workplace supervision. The RACP distinguishes these important functions as follows.

2.1. Educational leadership

Educational leadership is the provision of oversight for the delivery of RACP training programs, including the planning, implementation, management and advocacy for resources, in accordance with College policies and requirements. Educational leadership aims to ensure delivery of a high quality training experience and facilitate the achievement of training program objectives.

RACP educational leadership roles include but are not limited to Network Directors of Training, Regional Program Directors, Training Program Directors, and Deputy Training Program Directors.

2.2. Educational supervision

Educational supervision is the provision of oversight, including guidance, assessment, feedback and support in the context of each trainee's educational experience. Educational supervision aims to enable the trainee to progress towards successful completion of the training program and deliver safe, appropriate and high quality medical care.

RACP education supervisory roles include but are not limited to Educational Supervisors, Rotational Supervisors, Assistant Supervisors, and Advanced Training Supervisors.

3. Principles of educational leadership and supervision

The following principles underpin educational leadership and supervision in RACP training programs.

3.1. Quality and safety

Safe and effective patient care is essential during supervision interactions with trainees, ensuring the health, wellbeing and safety of both patients and trainees at all times.

Ongoing evaluation and quality improvement activities are important in the delivery of a high quality training experience.

3.2. Learning environment and culture

An effective learning environment is safe, supportive and recognises the importance of culture and equality, ethics and professionalism.

3.3. Teaching and facilitating learning

Trainee learning is best facilitated through a wide variety of work-based learning opportunities aligned to identified learning outcomes, educational techniques and

tools, research opportunities (where relevant), timely and constructive feedback and self-reflection.

Learning is enhanced through active monitoring of progress towards achievement of identified goals, targeted support, and evidence based assessment and reporting.

Reflections on teaching and learning approaches are valuable in informing quality improvement activities.

3.4. Educational leadership and management

Effective planning and management of the training program and active support for the implementation of College change initiatives is critical to maintaining a high quality training experience.

Modelling of exemplary professional behaviours by those involved in educational leadership and supervision enables delivery of a high quality training experience.

4. RACP Framework for Educational Leadership and Supervision

Directly linked to this policy is the *RACP Framework for Educational Leadership and Supervision* which details:

- the different roles involved in educational leadership and supervision and their responsibilities
- the particular knowledge, skills and competencies required by those involved in educational leadership and supervision
- how educational leaders and supervisors will be selected, appointed and accredited
- how educational leader and supervisor effectiveness will be evaluated.

5. Resourcing for quality educational leadership and supervision

Adequate resourcing is fundamental to enabling educational leaders and supervisors to provide effective supervision and a high quality training experience. Accredited Training Networks and Training Settings must demonstrate that they meet the standards for supervisor support as set out in the RACP accreditation standards for training settings.

6. Monitoring and evaluation

The RACP will actively monitor and evaluate the effectiveness of RACP educational leadership and supervision to inform existing and new initiatives aimed at improving educational leadership and supervision.

I. Related policies and other documents

- i. RACP Framework for Educational Leadership and Supervision*
- ii. Supervision Support Strategy
- iii. RACP accreditation standards for training settings

II. Acknowledgements

The RACP would like to acknowledge and thank all those College members who participated in developing this policy, including the consultation process and the working groups.

Revision History					
Version	Date	Author	Approved by	Sections Modified	Details of Amendments