

Supervisor Self-Reflection and Skills Review Tool

This tool is designed to support you to reflect on your supervisory practice and to identify areas requiring targeted learning and professional development. It aligns with the intermediate level of the [RACP Framework for Educational Leadership and Supervision](#), which underpins excellence in education delivery for all RACP trainees.

As a guide, those engaged in formal RACP supervisory roles should score a minimum of three in each area. If you score three or lower, this is as an area for further development. If you score a five for any element of competence you may wish to refer to the Advanced Level of the [RACP Framework for Educational Leadership and Supervision](#) to see how you can take your skills to the next level.

The tool includes a reviewer rating column so that you to gain feedback from colleagues and trainees if you wish.

Domain one: Quality and safety		Self-rating	Reviewer rating
On a scale of 1 to 5 where 1 is the least effective and 5 is the most effective, how effectively do I:			
Ensure safe and effective patient care	identify risks to the safety and well-being of patients/clients and trainees, and intervene when required?		
	demonstrate an appropriate level of supervision to ensure patient/client and trainee safety?		
	identify and allocate work-based activities for trainees appropriate to their level of training?		
	balance the needs of service delivery with training?		
	ensure trainees are not tasked with inappropriate activities or an excessive workload?		
Evaluate and quality assure	demonstrate an understanding of evidenced based supervision and educational principles?		
	adopt strategies for reflection and gaining feedback on supervisory practices, to identify areas for improvement?		
	engage in ongoing professional development relevant to supervision activities?		

Domain two: Learning environment and culture		Self-rating	Reviewer rating
On a scale of 1 to 5 where 1 is the least effective and 5 is the most effective, how effectively do I:			
Establish an environment for learning	foster and promote a supportive and effective learning environment for trainees?		
	establish a positive working relationship, and communicate effectively, with trainees?		
	involve the trainee in improving the educational environment?		
	engage the multi-disciplinary team in trainee teaching and learning?		
	promote a culture of high quality teaching and learning?		
Support Trainees	identify, support and manage trainees experiencing difficulties in accordance with the College's Training Support Policy and Pathway?		
Promote professional behaviour	role model appropriate professional and ethical behaviour?		
	promote a culture which is free from discrimination, bullying and harassment?		
	recognise the influence of cultural and religious background, attitudes and beliefs?		
	contribute to an inclusive environment where differences are valued and encouraged?		
	ensure equal opportunity for trainees?		
	take early corrective action to deal with bullying behaviour that could be viewed as offensive, humiliating or intimidating?		

Domain three: Teaching and facilitating learning		Self-rating	Reviewer rating
On a scale of 1 to 5 where 1 is the least effective and 5 is the most effective, how effectively do I:			
Set goals and plan learning	demonstrate a clear understanding of the RACP training program requirements, curricula and learning outcomes?		
	negotiate a learning plan with the trainee based on their learning needs and goals, in the context of the training program and curricula?		
	engage and motivate trainees to learn?		
Facilitate learning and gather evidence	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?		
Make evidence based judgements	support trainees to build evidence of work-based learning?		
	combine multiple evidences to make progress decisions and to generate high quality assessment reports?		
Reflect on teaching and learning	understand the importance of reflection, and giving and receiving feedback on performance?		
	use appropriate feedback styles, and adapt feedback to the context?		
	use systems of teaching and learning that encourage trainees self-reflect, identify areas for improvement and to become more self-directe?		
	help trainees to plan for future learning?		
	seek feedback and reflect on own supervisory practice?		

Domain four: Educational leadership and management		Self- rating	Reviewer rating
On a scale of 1 to 5 where 1 is the least effective and 5 is the most effective, how effectively do I:			
Educational Leadership	demonstrate self-leadership behaviours, such as, self-awareness, self-management, continual learning, motivation and resilience?		
	provide a positive role model through demonstration of exemplary professional behaviours and relationships?		
	recognise the influence and importance of role-modelling?		
	lead educational projects or programs in the workplace, for the benefit of trainees?		
	work in collaboration with other Fellows, and interdisciplinary teams to educate trainees?		
Educational Management	manage educational time and resources effectively?		
	adhere to supervisor specific College standards and policies?		
	contribute to and manage the planning and implementation of the College training program?		