# MODALITY SPECIFIC SUPERVISOR’S REPORT

| Name |  | GMC No. |  |
| --- | --- | --- | --- |
| Training period | From: |  | To: |
| Trust: |  | Educational Supervisor |  |
| Training Year |  |  |  |

**Clinical Practice**

| **MODALITY** | **SPECIALTY/SYSTEM** | **NUMBER OF TRAINING EPISODES/SESSIONS** | **MODE OF SUPERVISION****(direct, indirect, remote in time and place)** |
| --- | --- | --- | --- |
|  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NotAssessed | FurtherDevelopmentRequired | FurtherDevelopmentRecommended | AtExpectedLevel | Good | Excellent |

TECHNICAL ABILITY [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

IDENTIFICATION OF [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

KEY FINDINGS

INTERPRETATION OF [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

KEY FINDINGS

KNOWLEDGE [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

REPORTING [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

SAFETY [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

OVERALL [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

PERFORMANCE

LEVEL OF SUPERVISION REQUIRED: DIRECT [ ]

INDIRECT [ ]

INDEPENDENT [ ]

See Appendix 1 for areas to consider

| **GOOD PRACTICE including examples** |
| --- |
|  |

| **AREAS FOR DEVELOPMENT including examples** |
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|  |

**PERSONAL QUALITIES**

Satisfactory Attendance YES/NO

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NotAssessed | FurtherDevelopmentRequired | FurtherDevelopmentRecommended | AtExpectedLevel | Good | Excellent |

Time Management [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

Attitude, Behaviour [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

Communication with [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

Patients

Communication with [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

Colleagues

Team-working [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

Interest [ ]  [ ]  [ ]  [ ]  [ ]  [ ]

**Time Management and Personal Organisation**

Development criteria:

 Repeatedly late

 Persistently inflexible

 Persistently fails to cope with own work despite counselling, support and extra help

 Decisions frequently questionable

 Unable to delegate appropriately

**Attitude, behaviour**

Development criteria:

 Arrogant; supercilious

 Does not listen or consider the views and opinions of others

 Unprofessional

 Persistent refusal to engage in experiential workplace learning

 Persistent refusal to engage in other learning opportunities

**Communication with patients and carers**

Development criteria:

 Fails to explain appropriately

 Lacks empathy

 Can be impolite and discourteous

 Can be insensitive (eg communicating unexpected or serious findings)

**Communication with colleagues**

Development criteria:

 Demonstrates lack of respect for colleagues

 Does not listen to others’ views

 Works in isolation

 Makes gratuitously derogatory remarks about patients or colleagues

**Interest**

Development criteria:

 Lack of interest in the subject

 Unwillingness to contribute to the service needs of the department

 Unwillingness to contribute to on the job teaching of colleagues

 Unhelpful to others

|  |
| --- |
| Commentary: Please explain your scoring, especially if there are adverse marks. This could include any notable incidents involving the Registrar during the attachment. |
|  |

Trainee Clinical Supervisor

| Signature: | Signature: |
| --- | --- |
| Name: | Name: |
| Date: | Date: |

**Appendix 1: Clinical Practice**

**TECHNICAL ABILITY**

ability to drive PACS/workstation/US machine/other hardware

attention to radiation exposure

safe needle visualisation

**IDENTIFICATION OF KEY FINDINGS**

spots pathologies relevant to the presenting complaint

robust survey to identify important unexpected/incidental findings

**INTERPRETATION OF KEY FINDINGS**

synthesizes key findings to form a relevant differential diagnosis

**KNOWLEDGE**

understands the pathoradiology of important conditions

awareness of important findings related to the clinical syndrome or pathology being investigated

is able to appropriately direct follow-up investigation/referral pathways.

**REPORTING**

reports are structured and contain a minimum dataset relevant to the presenting complaint/pathology

key findings are highlighted and easy to find

cross-sectional/complex reports have an appropriate conclusion

**SAFETY**

studies with potentially important findings are highlighted to an appropriate trainer in a timely fashion

patients are appropriately assessed and consented for interventional procedures