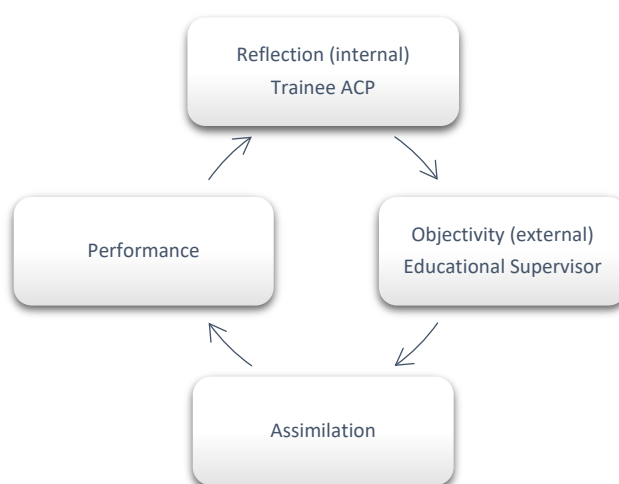


Educational Meetings

Educational meetings during training are vital to the success of the trainee ACP (tACP). They ensure that the tACP is progressing as planned, facilitate the accumulation and organisation of evidence, and create an opportunity for debrief and discussion. The onus is on the tACP as an adult learner to ensure that they are well prepared for educational meetings to optimise the time spent with their supervisor. It is the responsibility of the Educational Supervisor to offer support, guidance, and feedback and to make time to meet with the tACP. Educational meetings form an important part of the cycle of personal development as demonstrated below:



Adapted from: Taylor CM, Education, and personal development: a reflection, *Archives of Disease in Childhood* 1999; 81:531-537

Personal development

Each individual tACP will have varying development needs and desires. Educational Supervisors should encourage their trainee to conduct an analysis of their own personal development needs and desires to discuss together. It is important to identify any gaps between the tACP's understanding of their development needs and the strength of their evidence so that plans can be made to gain the required experience.

Planning to gain the experience

A key component to educational meetings is planning to gain the experience required. Once key learning and personal development have been identified, the Educational Supervisor and tACP should look at how these might be met. This might be through placements, ACATs/ESLEs, observation shifts, educational courses, or further educational meetings. The knowledge and contacts of the Educational Supervisor can be invaluable for the introduction and facilitation of some of these learning opportunities.

Gathering the evidence

It is largely the responsibility of the tACP to gather the appropriate evidence and to keep up-to-date regarding what evidence is required at any stage of training. The tACP should use their list of required evidence to guide the content of educational meetings and keep their supervisor up-to-date on progress. Educational meetings can be an ideal time for case-based discussions on cases that may meet missing evidence.

Frequency of meetings

Everyone is different and so there is no right or wrong frequency other than we would recommend an initial meeting when starting, a progress meeting halfway through the year and an end of year meeting to reflect and plan the next year. This might also be preparation for a local progression review meeting by your ACP programme if that is in existence.

Transition and educational meetings

At the point of transition to the 2022 curriculum it is recommended that Educational Supervisors and tACPs meet to review the tACP's evidence and identify key focus areas required for the new curriculum.

Educational Supervisors and tACPs should refer to [2022 ACP Curriculum Transition Guidance](#) on the RCEM website which will assist in the process of identifying existing evidence that can be used moving forward and that which will need to be completed post-transition.

It is essential that, prior to transition, the ACP has a FECS and STR completed by the Educational Supervisor on the 2017 curriculum as the 2022 curriculum forms will not be as appropriate or relevant. Educational Supervisors must also have completed RCEM ACP Supervisor training for the 2022 ACP curriculum in order to access the new forms so they will not be visible for some time.