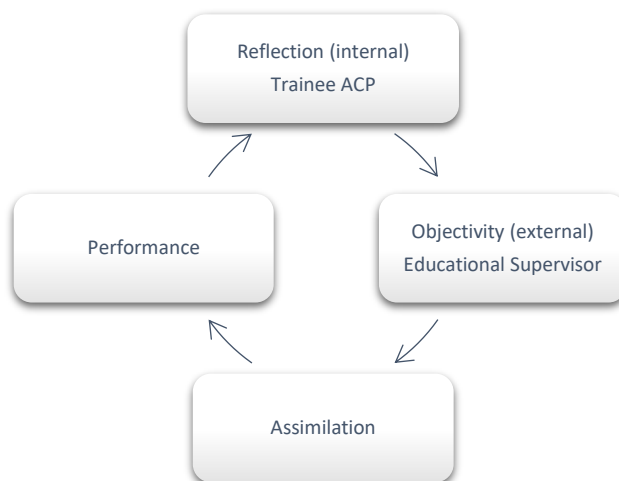


Educational Meetings

Educational meetings during training are vital to the success of the trainee ACP (tACP). They provide an opportunity for the tACP to discuss their progress, allow feedback and plan for the next period of training.

The onus is on the tACP, as an adult learner, to ensure they are well prepared for each educational meeting and, conversely, the Educational Supervisor has a responsibility to prepare by canvassing informal feedback, reviewing progress and making time. 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

Types and purpose of meetings

In general, the meetings should be informal and supportive and explore the tACP's aspirations, agreeing the actions to be taken to meet those aspirations. As a minimum, there must be a formal yearly educational supervision meeting with an ESR form completed but, in addition, it is recommended that informal meetings are undertaken every month. These are more supportive and provide opportunities for in-year refocus or to reset objectives.

It may also be appropriate in some meetings to undertake discussion of cases and completion of relevant CbD WBAs. This should be agreed in advance so that the supervisor and the tACP are familiar with the cases.

The tACP's objectives are key to agree – what does the tACP want to achieve and how will they get there? This should be an annual exercise but with a regular revisit to check that the tACP remains on track. Informal meetings should be documented in interim educational meeting forms.

Before the annual meeting, which will prepare for the annual review of progression, the tACP should ensure they have other appropriate forms completed, such as MSF, and the supervisor should ensure FECS statements are up-to-date.

Review of evidence

It is helpful to review the curriculum and KCs and to identify together where experience and evidence is lacking. Similarly, the clinical syllabus allows a focus on which clinical cases would

be important for the tACP to target in the next session. Reviewing WBAs completed since the last meeting, and additional work towards QI projects or education undertaken, is important. This allows the tACP to understand the strength of their evidence thus far.

Plan the next steps

Once any gaps are identified, the discussion should focus on how these might be filled, either through placements, additional WBAs, courses, etc. This might be within the normal working day, or specific time and opportunity might need to be created. The knowledge and contacts of the ACP Educational Supervisor can be invaluable for the introduction and facilitation of some of these learning opportunities.

Transition and educational meetings

For those tACPs transitioning to the 2022 curriculum, it is recommended that they meet with their ACP Educational Supervisor as soon as possible to review their evidence and identify key focus areas required for the new curriculum.

ACP Educational Supervisors and tACPs should refer to the [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 the Educational Supervisor completes a FECS and STR for the tACP's final period on the 2017 curriculum leading up to transition, as the 2022 curriculum forms have been specifically designed for the new curriculum and will not be as relevant. All open tickets must also be closed, including MSF summary reports. Educational Supervisors must complete RCEM ACP Supervisor training (2022 curriculum) to be given access the new ESR and FECS forms.