

ON-CALL TEACHING FELLOWS: SUPERCHARGING SUPERVISED LEARNING EVENTS

01 Background

Supervised Learning Events (SLE) are a requirement of the UK Foundation Curriculum to provide evidence of progress and reflection (Rees et al., 2014).

However, previous research identified significant barriers to their effective use, including time pressures for both trainers and trainees, and a limited understanding of conducting SLE (UK Foundation Programme, 2021).

This project aims to provide an on-demand model of SLE opportunities for foundation doctors in our NHS Trust.

02 Methods

Preliminary needs analysis identified limited supervisor availability, willingness of the assessors and delayed assessments as barriers to achieving SLE signoffs.

A pilot system involving on-call teaching fellows has been designed and will soon be rolled out.

Key features include:

- A circulated timetable of teaching fellow availability
- Details on how to contact the on-call teaching fellows

This will allow learners to request attendance of a teaching fellow who understands the formative nature of SLE and has time to give valuable feedback.

The needs analysis survey will be repeated to evaluate ease of obtaining SLE assessment, perceived quality of feedback and overall trainee experience.

03 Results

Improved accessibility of SLE assessments

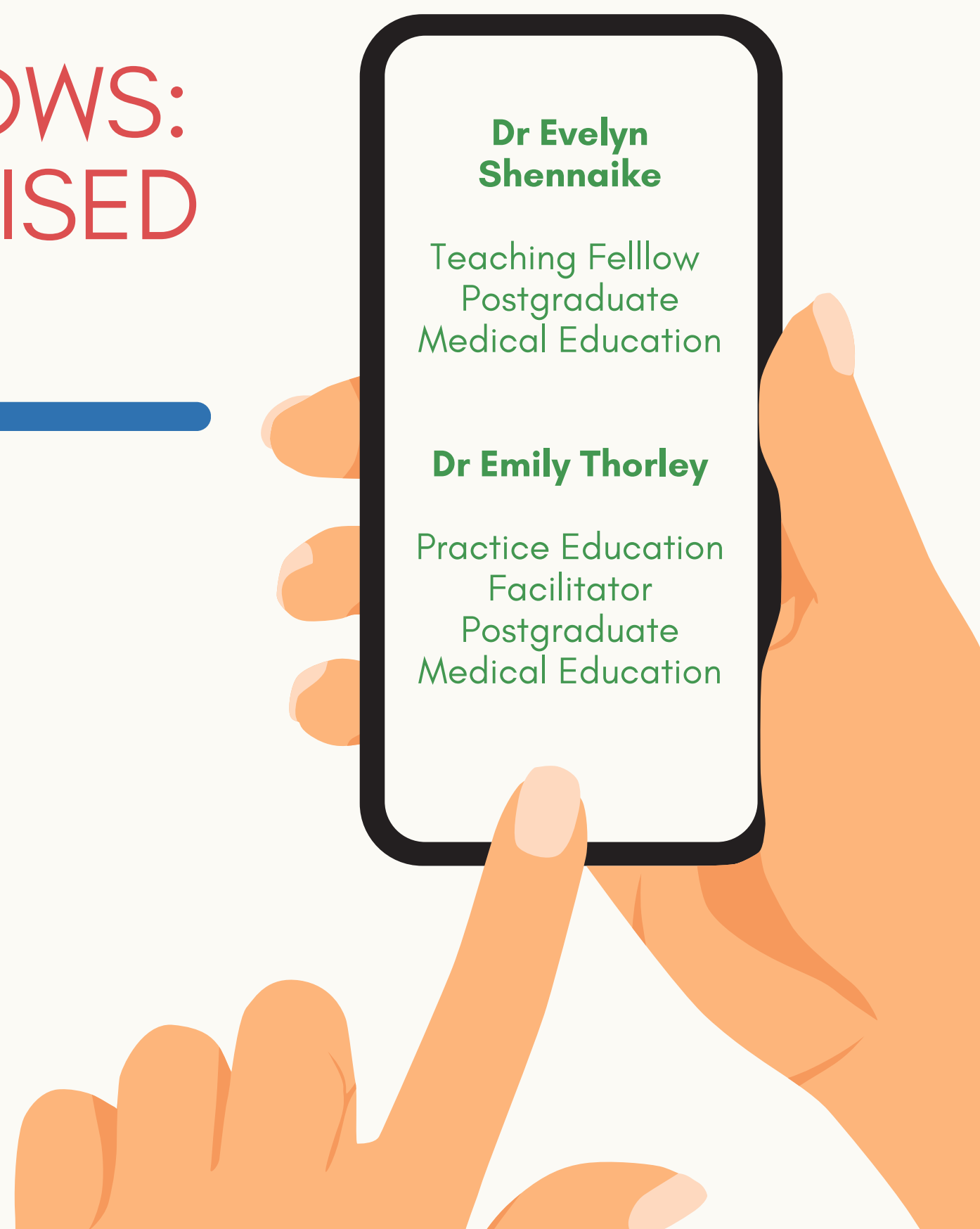
An increase in timely and meaningful feedback

As this is a work in progress, outcome data is still to be collected.

We anticipate:

Enhanced formative educational value of SLEs for foundation doctors

Reduced pressure associated with completing required SLEs



04 Key Messages

- Time pressures and limited understanding by supervisors hinder effective use of SLEs in foundation training
- On-demand SLE supervision should improve timely, meaningful feedback and formative learning experiences for foundation doctors.

05 References

Rees, C. E., Cleland, J. A., Dennis, A., Kelly, N., Mattick, K., & Monrouxe, L. V. (2014). Supervised learning events in the Foundation Programme: A UK-wide narrative interview study. *BMJ Open*, 4(10). <https://doi.org/10.1136/bmjopen-2014-005980>

UK Foundation Programme (2021) UK Foundation Programme Curriculum 2021. Available at: https://foundationprogramme.nhs.uk/wp-content/uploads/sites/2/2024/11/UKFP-Curriculum-2021_Oct22-update_Link-updated-Nov24.pdf (Accessed 30 Dec 2025)



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