

SUPERVISION STRATEGY

Task	What You Can Do	What Goes Wrong	Workarounds
Confirm that supervision exists prior to recruitment	Establish whether supervision is genuinely available before recruitment begins by identifying who will supervise, confirming their availability over time, and clarifying how supervision will be delivered in practice.	A supervisor may be identified on paper but not actually available in practice, there may be over-reliance on a single individual, or expectations around supervision may remain unclear.	Implement shared supervision models, identify and engage backup supervisors, and take a realistic approach to assessing supervision capacity.
Design the supervision model	Develop a supervision model that fits the local context, such as a single supervisor, a team-based approach, distributed supervision across multiple sites, or the use of visiting and remote supervision arrangements.	The model may assume metropolitan levels of staffing, fail to provide coverage when supervisors are absent, or lead to inconsistent supervision experiences for trainees.	Combine different supervision approaches, formalise backup arrangements, and build redundancy into the system to ensure continuity.
Align with training requirements	Ensure that the supervision model aligns with college expectations, meets trainee learning needs, and satisfies formal assessment requirements.	Supervision may exist in practice but not be formally recognised by the college, or there may be gaps in the type or level of supervision required.	Engage early with the relevant college and explicitly map how the supervision model meets all required standards.
Enable supervisors to supervise	Support supervisors by providing them with adequate time, clear expectations regarding their role, and sufficient administrative support to carry out their responsibilities effectively.	Supervisors may be too busy to engage meaningfully, teaching may become inconsistent or ad hoc, and there is a risk of burnout.	Distribute the supervision workload across multiple staff members, incorporate registrars as near-peer supervisors where appropriate, and maintain realistic expectations about supervision capacity.
Support day-to-day supervision	Ensure trainees have access to regular check-ins, timely advice when needed, and constructive feedback on their performance as part of routine supervision.	Trainees may be unsure who to approach for support, decision-making may be delayed, and feedback may be inconsistent or absent.	Establish clear escalation pathways, ensure supervisors are visible and accessible, and promote a culture of open communication.
Maintain continuity across sites	Coordinate supervision effectively across multiple sites by ensuring communication between supervisors, consistency in expectations, and proper handover of trainee progress.	Trainees may feel as though they are restarting at each site, expectations may differ between locations, and gaps in assessment may occur.	Introduce simple and consistent handover processes, strengthen communication across the network, and standardise expectations across sites.
Build the supervisory relationship	Foster strong supervisory relationships by encouraging regular interaction, approachability, and mentorship to build trust and engagement.	Supervision may become purely transactional, relationships may remain underdeveloped, and trainees may become disengaged.	Encourage informal interactions, build a supportive workplace culture, and prioritise the relational aspects of supervision.
Monitor and adapt	Regularly assess whether supervision is functioning effectively by evaluating access to support, supervisor availability, and the quality of feedback provided.	Issues may persist unnoticed if supervision is assumed to be adequate without evaluation.	Conduct regular informal check-ins and address issues early before they escalate.