

**Guidance for producing an example of teaching for**

**Educational Supervisor Accreditation and Re-accreditation purposes**

## The Assessment of Educational Skills for Educational Supervisor (ES) Re-accreditation

For many years, the assessment of a tutorial delivered by the ES has been part of the process for assessing the skills of ES’s on practice visits. The ES accreditation and re-accreditation process is based on reflective practice and triangulates this with evidence from the ES portfolio. As part of this process, new and established ES’s are expected not only to reflect on their own teaching skills but also seek feedback from their peers.

The ES’s own reflection on his/her teaching, using the attached template and accompanied by written feedback from other educators, will form part of the evidence of satisfactory skills as an educator submitted with the accreditation paperwork.

For **new ES’s** the Patch Associate Dean (PAD) will review the example of teaching at the practice visit and ideally this should have also been peer-reviewed.

For **established ES’s** the PAD will need to see your own reflection and the feedback from at least one but ideally two peers, but does not need to see the actual teaching event unless specifically requested.

## Format

## One-to-One Tutorial

## Content – this must be a trainee’s experience-based situation:

## Preferentially a tutorial based on a video of the trainee consulting, with the trainee’s consultation at the beginning

### Clinical case/practice situation/general issue

## 30-60 mins duration in total

### Completed paperwork (see page 5) with commentary, time-log, reflections & peer feedback

# Practical Considerations

## Any format of recording which can be viewed remotely by peer e.g. DVD/MP4

## Time and date must be visible on screen

## Audio and visual quality must be sufficient for peer/PAD review

## Faces of both ES and trainee must be visible

## Written consent must be obtained from trainee

## Patient confidentiality must be maintained

# Assessment Criteria

It is expected that all educational supervisors should demonstrate the competencies required of an effective educator. These have been categorised as *core* and *supplementary* skills. The Core Skills are taken from the Academy of Medical Educators’ “Professional Standards”.

## Competencies

## *Core Skills* - Evidence of learner-centred teaching, which should be present in all tutorials:

## Establishes a safe and effective learning environment

## Demonstrates active listening skills

* Constructs appropriate **learning outcomes** that can be measured or judged

## Explores issues appropriately and sensitively

* Appropriately uses a broad range of **educational methods** and technologies to achieve intended learning outcomes
* Provides educational, personal and professional **support** in relevant contexts
* **Develops self-awareness** in learner
* Acts with due consideration for the emotional, physical and psychological **wellbeing of learners**

## *Supplementary Skills* - A menu of teaching interventions which demonstrate good practice when selected appropriately:

## Evidence of preparation if indicated

## Awareness of different learning styles

## Awareness of diversity & equality issues

## Gives advice

## Expresses opinions

## Shares experiences appropriately

## Gives the correct amount and type of information

## Plans future work

**Guidance on ES completion of the form**

On the form below (Table 2) note the time(s) in your video when a particular skill is being demonstrated and put a brief explanatory note in the evidence column.

ES Reflection – please add your own reflections on how this tutorial was carried out, any teaching styles identified, areas of good practice, areas for improvement etc.

Table 1 is an example of the core skills and supplementary skills that may be demonstrated. Please note that while all core skills must appear, not all supplementary skill are expected to be shown in every tutorial video.

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| **Table 1 - Example** |
| **Context**The trainee is at 7 months into his training. The trainee has not previously prescribed HRT in peri-menopausal woman and has not undertaken a job in gynaecology. I chose to conduct this tutorial sitting in the patient chair. |
| Time | Skills | Evidence |
| 0-60 mins | **Learning environment** | No interruptions |
|  | Preparation | Topic decided upon after issue raised by trainee |
|  | Learning style | Appropriate teaching method  |
| 9.00-9.10 | Learning outcome | Managing the menopause based on a 43 year old woman with hot flushes |
| 9.00-9.10 | Active Listening  | Allowed trainee to describe the problem without interruption |
| 9.15-9.259.40-9.50 | Explores issues | Existing knowledge of the menopause; previous experience. Attitudes to female patients; current controversies re HRT |
| 9.18 | Educational methods | Appropriate challenge: Taking into account patient’s belief |
| 9.20 | Educational methods | Responds to cues…ES notes trainee’s discomfort |
| 9.22 | Diversity / equality issues | Addressed |
| 9.30 | Information giving | Searching EBM and local guidelines |
| 9.35 | Educational methods | Sharing Experience: ‘I have found that……..’ |
| 9.309.45 | **Develops self-awareness** | Trainee encouraged to reflect on learning points |
| 9.50 | **Educational methods** | Constructive feedback: Specific and descriptive comment |
| 9.00-10.00 | Educational methods | Open questions, active participation |
|  | **Support** | Follow up/safety netting |
| **ES Reflections**This was not an entirely straightforward tutorial as issues about managing female patients emerged from the male trainee’s agenda. However, it was evident that the trainee gained insight into this difficulty. Through my challenging of his attitudes he gained insight into this difficulty which was confirmed by his reflection on the learning points. |

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| **Table 2 – ES commentary and reflections** |
| **Context of tutorial** |
| Time | Skills | Evidence |
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| **ES Reflections** |

**Instructions to Peer Assessors**

This recording is of a tutorial between the Educational Supervisor and the trainee from which you are asked to make a judgment about the ES’s teaching ability. Two assessors will view this tutorial by themselves in order to come to a summative conclusion.

The ES has provided a commentary on the tutorial. This indicates the timing of the core skills as well as several of the supplementary skills.

You are asked to view this recording to identify ***all*** the core skills and any supplementary skills demonstrated and mark them on the table below. You may do this by watching the whole recording or by sampling, using the ES’s log as a guide. It is also important to read the context and reflective sections, which provide an additional commentary.

**Marking Schedule**

1. Is this recording of sufficient technical quality to make a judgment? Yes / No

2. Is this an experience-based tutorial? Yes / No

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| **Peer Assessor to complete** |
| **Name of ES being assessed:**  |
| Core Skills | **Y/N** | Supplementary skills | **Y/N** |
| Establishes a safe and effective learning environment  |  | Evidence of preparation, if indicated |  |
| Demonstrates active listening skills  |  | Awareness of different learning styles |  |
| **Constructs appropriate learning outcomes that can be measured or judged** |  | Awareness of diversity & equality issues |  |
| Explores issues appropriately and sensitively |  | Gives advice |  |
| **Appropriately uses a broad range of educational methods and technologies to achieve intended learning outcomes** |  | Expresses opinion |  |
| **Provides educational, personal and professional support in relevant contexts** |  | Shares experiences appropriately |  |
| **Develops self-awareness in learner** |  | Gives correct amount and type of information |  |
| **Acts with due consideration for the emotional, physical and psychological wellbeing of learners** |  | Plans future work |  |
|  |
| **Comments for feedback:** |
| **Name of Assessor:** | **Signed:** |