**Context**

The Academy of Medical Educators has developed a competency framework for medical educators adopted by the GMC1 which includes the ability to teach and facilitate learning and provide feedback following observation of a trainee’s performance. Skills underpinning these competencies include amongst others:

* Providing guidance on clinical work
* Using appropriate teaching interventions
* Helping the trainee to develop an ability for self-directed learning
* Demonstrate effective conversational skills

Educators should also be able to evaluate their own practice as an educator through reflection on feedback and peer observation and be working on improving their practice through their educator directed CPD.

Educator approval processes are underpinned by reflection on practice and in Health Education England. Educators are required to provide evidence of this reflection as part of their application. To support this educators are asked to reflect on their interaction with a learner and seek feedback from other educators.

The educators own reflection on his/her teaching using the attached template and the written feedback from other educators will form part of the evidence of satisfactory skills as an educator submitted with the approval/re-approval paperwork.

Please note:

For **new educational supervisors (trainers)** the Associate Director (AD) will review the example of teaching at the practice visit and ideally this should have also been peer reviewed

For **established trainers** the AD 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.

## Suggested Format

## One-to-One Tutorial with a GP specialty or Foundation Year 2 trainee

* 30-60 minutes in duration

## Content - has to be a registrar’s experience based situation

## Preferentially a tutorial based on a recording of the learner consulting, with the learner’s consultation at the beginning.

### Clinical case or other experience based on the learner’s actual experience rather than an academic topic

* A work place based assessment

## Accompanying documentation

## Commentary, time log, reflection

## Recorded and then submitted to the observer

* Discussed with the observer
* Have an accompanying analysis on personal skills demonstrated and a reflection on the feedback received from the observer using the log provided

**Practical Considerations**

## If recorded sound and vision quality has to be good

## Faces of both learner and supervisor to be visible

## Written Consent from the learner must be obtained

## Patient confidentiality must be maintained

# Assessment Criteria

A working party consisting of experienced trainers involved in education has suggested that all trainers should demonstrate certain competencies at least, and ideally additional ones as part of their educational development. These have been defined as core and supplementary skills.

### CORE Skills

## Establishing comfortable protected learning environment

* Identifying the main issues on the learner’s agenda

## Demonstrating listening skills

## Exploring issues appropriately

* Providing appropriate constructive feedback

## Involving learner throughout

* Identifying further learning

You may be able to identify additional skills that have helped you in achieving the core skills above. Examples might include:

* Clarifying issues
* Giving appropriate amounts of advice / information
* Expressing opinions appropriately
* Summarizing
* Challenging appropriately
* Planning Future Work
* Responding to cues
* Demonstrating awareness of cultural or other issues
* Evidence of preparation if indicated
* Awareness of different learning styles
* Planning Future Work

**Guidance on completion of the Log**

On the form provided note the time(s) frame when a particular skill was demonstrated and put a brief explanatory note in the evidence column,

Reflection – provide your own initial reflection in the box provided BEFORE your share it with another educator and then AFTER receiving feedback reflect in your application form in Section 7 on the whole experience including the feedback you have received.

Below is a completed example to help demonstrate what is required.

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| --- |
| **Context**  The learner is a Foundation doctor (FY2). The case the doctor brought related to being presented with a patient requesting a repeat prescription for a skin condition. The interaction with the learner lasted 30 minutes |

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| --- | --- | --- |
| Time (mins) | Skills | Evidence |
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| **Reflection** | | |

**Instructions to Observer**

Thank you for supporting the development of one of your colleagues through peer review. Your feedback is an important contributor to their professional development.

Please watch the encounter between a GP educator and a learner and be prepared to provide written commentary through completion of the attached proforma and ideally discuss your feedback verbally with them.

The educator has completed their own initial review including setting the context and they have identified the core and supplementary skills they used. They have also completed some reflection

We would ask you to watch the encounter and record all the skills you identify some of which the educator might have missed. Also important would be for you to provide feedback on strategies that you feel might have been helpful at particular points in order to help the educator develop their skills.

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| --- | --- | --- | --- | --- |
| Core Skills |  | Supplementary skills | |  |
| Establishes comfortable protected learning environment |  | Clarifying issues | |  |
| Identifying the main issues on the learner’s agenda |  | Giving appropriate amounts of advice / information | |  |
| Demonstrates listening skills |  | Expressing opinions appropriately | |  |
| Explores issues appropriately |  | Summarising | |  |
| Provides appropriate constructive feedback |  | Challenging appropriately | |  |
| Involves learner throughout |  | Responding to cues | |  |
| Identifies further learning |  | Demonstrating awareness of cultural or other issues | |  |
|  |  | Demonstrating awareness of cultural or other issues | |  |
|  |  | Evidence of preparation if indicated | |  |
|  |  | Awareness of different learning styles | |  |
|  |  | Plans future work | |  |
| Comment for feedback: | | | | | |
| Signed Trainer: | | | **Signed Peer Assessor 1:** | | |
|  | | | Peer assessor name: | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Core Skills |  | Supplementary skills |  |
| Establishes comfortable protected learning environment |  | Clarifying issues |  |
| Identifying the main issues on the learner’s agenda |  | Giving appropriate amounts of advice / information |  |
| Demonstrates listening skills |  | Expressing opinions appropriately |  |
| Explores issues appropriately |  | Summarising |  |
| Provides appropriate constructive feedback |  | Challenging appropriately |  |
| Involves learner throughout |  | Responding to cues |  |
| Identifies further learning |  | Demonstrating awareness of cultural or other issues |  |
|  |  | Demonstrating awareness of cultural or other issues |  |
|  |  | Evidence of preparation if indicated |  |
|  |  | Awareness of different learning styles |  |
|  |  | Plans future work |  |

|  |  |
| --- | --- |
| **Comment for feedback:** | |
| **Signed Trainer:** | **Signed Peer Assessor 2:** |
|  | **Peer Assessor name:** |

**Reference:**

http://www.medicaleducators.org/index.cfm/linkservid/C575BBE4-F39B-4267-31A42C8B64F0D3DE/showMeta/0/