# Assessment of observed teaching session

## Mandatory activity to support KSS GP Educational Supervisor accreditation and renewal

### Introduction

The GMC adopted a competency framework developed by the Academy of Medical Educators. It includes the ability to teach, facilitate learning, and provide feedback following observation of a learner’s performance. These competencies are built on various skills such as:

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

A working party consisting of experienced trainers involved in education suggested that all trainers should demonstrate certain core skills, 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

**Supplementary Skills**

* 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

Educators should also be able to evaluate their own core and supplementary skills by reflecting on feedback, peer observation, and improving their practice through their educator directed Continuous Professional Development. The GP Educational Supervisor approval process is founded on this reflection. A GP Educational Supervisor is required to provide evidence of this as part of their application and renewal.

To support this, educators are asked to reflect on their teaching sessions with a learner and seek feedback from other educators. The educator’s reflection on their teaching and the written feedback from other educators in this form is a mandatory part of the GP Educational Supervisor approval and renewal process.

### Suggested formats

* A one-to-one teaching session with a doctor in post-graduate GP training
* Duration of 30 - 60 minutes
* Should be a learner’s experience-based situation. This could be:
* A tutorial following an observed patient consultation. This can be either pre-recorded, or live, face to face, telephone, or a video consultation.
* Discussion of a clinical case or other actual learner experience, rather than an academic topic
* A workplace-based assessment (WPBA)

### Completing the activity

1. Select a format and obtain written consent from the learner to be recorded in the teaching session, explaining that it is for your own development as a GP Supervisor.
2. Ensure that patient confidentiality is maintained.
3. Record the teaching session with good sound and video quality; the faces of both learner and supervisor should be visible.
4. Complete the attached pre-feedback reflection log before sending the recording to your assessor. Note the times when a particular skill was demonstrated and put a brief explanatory note in the evidence column.
5. Submit this form and the recording to your nominated assessor. This could be a GP Educational Supervisor or a Training Programme Director.
6. Discuss the feedback with your assessor.
7. After receiving the feedback from your assessor, reflect in Section 7 of your educator application form about the whole experience, including the feedback that you have received.

### Pre-feedback reflection log (for the Supervisor to complete)

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| --- |
| **Context:** |

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

### Instructions to Assessor

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 teaching session between a GP Supervisor and a learner and be prepared to write your feedback in the table below. It would be ideal if you could discuss your feedback verbally with the GP Supervisor.

The GP Supervisor should have completed their own initial review in the page opposite, including setting the context, and have identified the core and supplementary skills they used. They should also have completed some reflection.

Please watch the recording and type down all the skills that you identify, some of which the educator might have missed. Also important would be for you to provide feedback on strategies that you think 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: | | | | | |
| **Name of GP Supervisor:** | | | **Name of Assessor:** | | |