**Educational Activity Summary: Evidence in the GMC Domains for Recognition as a Trainer, for Appraisal and Revalidation**

Name: Click here to enter text.

Appraisal date: date Revalidation date: date

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| **Educational Roles** |
| Role | dates |
| Role | dates |
| Role | dates |

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| **Educational Qualifications** |
| Qualification | date |
| Qualification | date |
| Qualification | date |

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| **Postgraduate Medical Education** |
| **Activity** | **Additional Documents?\*** |
| Activity | date | Yes [ ]  No [ ]  |
| Activity | date | Yes [ ]  No [ ]  |

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| **Undergraduate Medical Education** |
| **Activity** | **Additional Documents?\*** |
| Activity | date | Yes [ ]  No [ ]  |
| Activity | date | Yes [ ]  No [ ]  |

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| **Other Professional Groups – e.g. Physicians Associates** |
| **Activity** | **Additional Documents?\*** |
| Activity | date | Yes [ ]  No [ ]  |
| Activity | date | Yes [ ]  No [ ]  |

**Educational and Clinical Supervision**

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| **New****Trainer****Recognition** | Evidence against domains 1-4 and 7 for Clinical Supervisors and 1-7 for Educational Supervisors should be submitted for approval by the DME. Evidence across all domains can be collected:* Either, by attending a taught course that is externally accredited and DME-approved, which prepares supervisors fully for the trainer role;
* Or, by separately acquiring one piece of evidence from each domain from a variety of sources.
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| **Annual****Maintenance** | To maintain recognition trainers are required to show at annual appraisal at least one piece of evidence covering domain 7 (educational CPD), with three separate types of educational CPD evidence in any five-year period. |
| **Over the 5-year** **Recognition****Cycle** | As well as activity in Domain 7 each year (see box above):Over the five-year recognition period trainers must present one piece of evidence from each of domains 1 – 4 for Clinical Supervisor (CS) and 1 – 6 for Educational Supervisor (ES). This may be achieved by* Either, attendance at a refresher course;
* Or, acquired gradually and separately from a variety of sources. (N.B. A significant CPD event may also provide evidence against other domains, in addition to domain 7).
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**Evidence Summary**

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|  **Domain 1: Ensuring safe and effective patient care through training** |
| **Activity** | **Additional Documents?** | **Reflective notes?** |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |

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| **Domain 2: Establishing and maintaining an environment for learning** |
| **Activity** | **Additional Documents?** | **Reflective notes?** |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |

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| **Domain 3: Teaching and facilitating learning** |
| **Activity** | **Additional Documents?** | **Reflective notes?** |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |

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| **Domain 4: Enhancing learning through assessment** |
| **Activity** | **Additional Documents?** | **Reflective notes?** |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |

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| **Domain 5: Supporting and monitoring educational progress1** |
| **Activity** | **Additional Documents?** | **Reflective notes?** |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |

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| **Domain 6: Guiding personal and professional development1** |
| **Activity** | **Additional Documents?** | **Reflective notes?** |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |

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| **Domain 7: Continuing professional development as an educator** |
| **Activity** | **Additional Documents?** | **Reflective notes?** |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |
| Activity | date | Yes [ ]  No [ ]  | Yes ☐ No ☐ |

**1 required for Educational Supervisors only**

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| **Do you have reflections on your overall experience as an Educator?** |

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**Revalidation Summary**

**Revalidation date (Year 5):** date

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Activity in the domain** | **Comments** |
| **Domain 1: Ensuring safe and effective patient care through training** | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | Activity |   |
| **Domain 2: Establishing and maintaining an environment for learning** | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | Activity |   |
| **Domain 3: Teaching and facilitating learning** | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | Activity |   |
| **Domain 4: Enhancing learning through assessment** | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | Activity |   |
| **Domain 5: Supporting and monitoring educational progress1** | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | Activity |   |
| **Domain 6: Guiding personal and professional development1** | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | Activity |   |
| **Domain 7: Continuing professional development as an educator** | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | Activity |   |

**1 required for Educational Supervisors only**

**Please mark the year you have evidence for each domain and the activity.**

**Domain 7 should be marked for all 5 years.**

**Please add to your appraisal portfolio each year for your appraiser to view as a way of keeping track of progress towards renewal of recognition**

**Examples of relevant activities and the evidence required.**

**Further information is available from:** [**https://www.nwpgmd.nhs.uk/educator-development/standards-guidance**](https://www.nwpgmd.nhs.uk/educator-development/standards-guidance)

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| **Domain 1: Ensuring safe and effective patient care through training** |

**a Courses attended or programmes undertaken including face to face and online learning.** Postgraduate study in Medical Education or Specific Trust/College/University/Online course referencing patient safety through learning.

b **GMC Trainee Survey Results and/or HENW visit and/or Trust/Specialty/Foundation annual report.** Evidence must demonstrate discussion, reflection and action on these results.

**c. Feedback from patients about care received**. Patient survey results, relevant documents displaying feedback and evidence of how this has been used to develop trainees.

**d. Details of measures put in place to ensure supervision appropriate to trainee’s competence and confidence.** Evidence of induction, regular contact and 1:1s with trainees to discuss patient care. This may include meeting schedules and notes from meetings as well as reflections on meetings demonstrating issues carried forward and solved. Learning agreement based on specific trainee needs which identify competence, level of supervision and outcomes. Audit of patients treated by trainees with outcomes/satisfaction. Trainee led audit which assesses patient safety issue.

**e. Examples of near miss/ critical incident analysis**. Involvement in near miss/critical incidents, or complaints which demonstrate involvement of trainees in learning lessons, through meeting notes and reflections. Trainee input/feedback on help and guidance throughout this process, e.g. email correspondence.

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| **Domain 2: Establishing and maintaining an environment for learning**  |

a. **Courses attended or programmes undertaken, including face to face and online learning.**

Postgraduate study in Medical Education or Specific Trust/College/University/Online course incorporating reference to the learning environment.

b. **GMC Trainee Survey Results and/or HENW visit and/or Trust/Specialty/Foundation annual report.** Evidence must demonstrate discussion, reflection and action on these results.

**c. Other Feedback from Trainees.** MSF / 360 feedback (e.g. Trainer MSF on Horus) **a**nd/ or evidence of inviting feedback from trainees in other forms e.g. written statements.Reflection of face to face meetings with trainees referencing the learning environment.

d. **Details of learning programmes, study schedules, timetables for trainees and clinical teachers.** Summary of feedback and evaluation of teaching with reflection and an action plan fordevelopment p

e. **Feedback from colleagues** Written statements from department education lead/DME/TPD with evidence of reflection and personal development points.

f. **Description of training role/environment/trainees supervised.** With supportive evidence from department education lead/DME/TPD.

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| **Domain 3: Teaching and facilitating learning**  |

a. **Courses attended or programmes undertaken, including face to face and online learning.** Postgraduate study in Medical Education or specific Trust/College/University/Online learning event referencing teaching skills

b. **GMC Trainee Survey Results and/or HENW visit and/or Trust/Specialty/Foundation annual report.** Evidence must demonstrate discussion, reflection and action on these results.

c. **Other Feedback from Trainees.** MSF / 360 feedback (e.g. Trainer MSF on Horus) and/ or evidence of receiving feedback from trainees in other forms e.g. written statements, face to face meetings with trainees, trainee logbooks & trainee outcomes from ARCPs. Must include evidence of reflection and development actions.

d. **Details of learning programmes, study schedules and timetables for trainees**. Teaching session plans/Log of teaching delivered and feedback from trainees or peers. Must include reflections and development actions

e. **Feedback from colleagues.** Peer observation of teaching and /or written statements from department education lead/DME/TPD including reflections and personal development 3f. Evidence of recent initiatives to enhance the provision of learning opportunities. Evidence of promoting innovation, e.g. Emails demonstrating your involvement in changes and developments. Setting up different teaching opportunities for example, 1:1s/group teaching. Evidence of involvement in Simulation where appropriate, e.g. sim-lab, NW Simulation network.

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| **4. Enhancing learning through assessment** |

a. **Courses attended or programmes undertaken, including face to face and online learning.** Postgraduate study in Medical Education or specific Trust/College/University/Online learning event referencing WPBA or other assessment techniques.

b. **GMC Trainee Survey Results and/or HENW visit and/or Trust/Specialty/Foundation annual report.** Evidence must demonstrate discussion, reflection and action on these results.

c. **Other Feedback from Trainees.** MSF / 360 feedback (e.g. Trainer MSF on Horus) and/ or evidence of inviting feedback from trainees in other forms e.g. written statements, reflection of face to face meetings with trainees. trainee logbooks & trainee outcomes from ARCPs. Must include evidence of reflection and development actions.

d. **Details of programmes, study schedules and timetables for trainees indicating assessment modes, patterns and relevance to learning.** Must include reflections and development actions.

e. **Evidence of attendance at ARCPs.** Panel member or observations at ARCP panel and evidence of feedback given to trainees together with reflections and development actions identified 4f. Feedback from peers (e.g. relating to external examining or professional assessment). Peer observations/review/statements/emails together with reflections and development actions identified.

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| **5. Supporting and monitoring educational progress** |

a. **Courses attended or programmes undertaken, including face to face and online learning.** Postgraduate study in Medical Education or specific Trust/College/University/Online/ HENW learning event about educational supervision

b. **GMC Trainee Survey Results and/or HENW visit and/or Trust/Specialty/Foundation annual report.** Evidence must demonstrate discussion, reflection and action on these results.

c. **Other Feedback from Trainees.** MSF / 360 feedback (e.g. Trainer MSF on Horus) and/ or evidence of inviting feedback from trainees in other forms e.g. written statements, reflection of face to face meetings with trainees, trainee logbooks, trainee outcomes from ARCPs. Must include reflections and evidence of personal development actions.

d. **Examples of meetings, records of trainee progress and learning plans (anonymised)**. Evidence of Learning agreements, e.g. anonymised examples from trainee e-portfolio. Examples of educational supervisors’ reports written for trainees (anonymised). Anonymised screen shots from e-portfolio demonstrating engagement in, and appropriate use of e-portfolio. Must include reflections and evidence of personal development actions.

e. **Case studies of the management of a trainee in difficulty (anonymised).** Evidence of communications between relevant parties and trainers involvement in that. E.g. anonymised written correspondence evidencing escalation where appropriate and involvement of wider colleagues e.g. Associate Dean, HoS, TPD, DME.

f. **Feedback from peers.** Peer observation/feedback from TPD/DME. Must include reflections and development actions identified.

g. **Records of other relevant activities undertaken**, e.g. involvement in recruitment, training committees etc. Feedback from TPD/DME demonstrating involvement/contribution. Must include reflections and development actions identified.

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| **6. Guiding personal and professional development** |

a. **Courses attended or programmes undertaken, including face to face and online learning.** Postgraduate study in Medical Education. HENW online Careers courses available through the VLE (Moodle) e.g. coaching, mentoring, careers support. Online BMJ learning modules – Mentoring. North West Mentoring Scheme training/active engagement. Specific Trust/College/University/Online/ HENW learning event concerning careers support, mentoring & coaching

b. **GMC Trainee Survey Results and/or HENW visit and/or Trust/Specialty/Foundation annual report.** Evidence must demonstrate discussion, reflection and action on these results.

c. **Other Feedback from Trainees**. MSF / 360 feedback (e.g. Trainer MSF on Horus) and/ or evidence of inviting feedback from trainees in other forms and how this has been used to support their development. Must include reflections and evidence of how this has been used to guide personal development.

d. **Examples of meetings, records, case studies (suitably anonymised).** For example; Evidence of anonymised OH or HR referrals and involvement. Reflection on these events.

e. **Examples of support, challenge and careers guidance provided to trainees (anonymised).**

f. **Feedback from peers.** Peer observation/feedback from TPD/DME. Must include reflections and development actions identified

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| **7. Continuing professional development as an educator**  |

a. **Courses attended or programmes undertaken, including face to face and online learning.** Postgraduate study in Medical Education or specific Trust/College/University/Online/ learning refresher course on education/training.

b. **Results of GMC/HENW/Specialty/Foundation Reports and Reflections.** Must include description of actions implemented and outcome.

c. **Evidence of continued CPD**. Involvement in educating others e.g. running workshops at relevant conferences or locally e.g. HENW conference, Specialty away days, RC conference or courses. Involvement in peer mentoring with evidence of reflection on this. Evidence of participation in online discussion forums with peers. E.g. anonymised screen shots.

d. **Results of 360 degree appraisal**. Trainer MSF on Horus with reflection and development plan. Results of peer review or professional observation of teaching. For example; Peer observations and feedback/discussion with reflection and personal development actions identified Review of feedback on educational supervisor reports, reflection and personal development plan. Review of formal trainee feedback on teaching and reflection on this with personal development goals.

e. **Written reflection on any CS/ES experience of choice with development goals.**

f. **New Certificates or qualifications obtained**.

g. **Critical comments on relevant books or articles read recently.**