

POTENTIAL EXAMPLES OF EVIDENCE

What classes as "evidence"?

Both the GMC and the AoME have described generic evidence that can be presented to demonstrate on-going development and standards as a trainer. HEE (NW) have also produced further guidance which details slightly more specific ideas for the types of evidence you may collect. The list can be seen below. PLEASE NOTE: This list is not exhaustive. It is up to both you and your appraiser to analyse the evidence collected and make a judgment on whether this is sufficient for each domain.

It is also important to stress that this is NOT a tick box exercise. The emphasis is on reflection and learning from current practice rather than documenting course attendance. This is reflected on the list of possible evidence.

Domain	Description – Effective Supervisor	Description – Excellent Supervisor <i>Also</i>	Example of evidence across these Domains (this list is not exhaustive)
<p>1 Ensuring Safe and Effective patient care through training</p>	<ul style="list-style-type: none"> Acts to ensure the health, wellbeing and safety of patients at all time Ensures that trainees have undertaken appropriate induction Allows trainees, when suitably competent, to take responsibility for care, appropriate to the needs of the patient 	<ul style="list-style-type: none"> Uses educational interventions to enhance patient care Involves trainees in service improvement Involves patients as educators 	<p>1a. Courses attended or programmes undertaken including face to face and online learning.</p> <ul style="list-style-type: none"> PG Cert in Workplace Based Postgraduate Medical Education at Edge Hill University - Module 1 Specific Trust/College/University/Online course referencing patient safety through learning. <p>1b. GMC Trainee Survey Results and/or HEE (NW) visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>1c. Feedback from patients about care received. Patient survey results, relevant documents displaying feedback and evidence of how this has been used to develop trainees</p> <p>1d. Details of measures put in place to ensure supervision appropriate to trainee's competence and confidence.</p> <ul style="list-style-type: none"> 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. <p>1e. Examples of near miss/ critical incident analysis.</p> <ul style="list-style-type: none"> 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.
<p>2 Establishing and Maintaining an environment for learning</p>	<ul style="list-style-type: none"> Encourages participation through provision of equality of opportunity and acknowledgement of diversity Ensures that trainees receive the necessary instruction and protection in situations that might expose them to risk Encourages and maintains the confidence of trainees Is open, approachable and available Maintains good interpersonal relationships with trainees and colleagues Provides protected time for teaching and learning Involves the team in the delivery of teaching and supervision Is aware of the team's experience and skills relating to supervision Ensures that workload requirements on trainees are both legal and that wherever possible they do not compromise learning 	<ul style="list-style-type: none"> Proactively seeks the views of trainees on their experience Takes steps to establish a learning community within their department and/or organisation. Monitors, evaluates and takes steps to address areas for improvement in teaching and learning. 	<p>2a. Courses attended or programmes undertaken, including face to face and online learning.</p> <ul style="list-style-type: none"> PG Cert in Workplace Based Postgraduate Medical Education at Edge Hill University - Module 1 Specific Trust/College/University/Online learning event incorporating reference to the learning environment <p>2b. GMC Trainee Survey Results and/or HEE (NW) visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>2c. Other Feedback from Trainees.</p> <ul style="list-style-type: none"> 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 referencing the learning environment <p>2d. 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 for development points.</p> <p>2e. Feedback from colleagues Written statements from department education lead/DME/TPD with evidence of reflection and personal development</p> <p>2f. Description of training role/environment/trainees supervised. With supportive evidence from department education lead/DME/TPD</p>

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<p style="text-align: center;">3 Teaching and Facilitating Learning</p>	<ul style="list-style-type: none"> Has up-to-date subject knowledge and/or skills Provides direct guidance on clinical work where appropriate Has effective supervisory conversational skills Plans learning and teaching episodes Uses a range of appropriate teaching interventions in the clinical setting Facilitates a wide variety of learning opportunities Helps the trainee develop an ability for self-directed learning Allows the trainee to make contributions to clinical practice of graduated value and importance commensurate with their competence Use technology enhanced learning where appropriate e.g. simulation Encourages access to formal learning opportunities e.g. study days. 	<ul style="list-style-type: none"> Demonstrates exemplary subject knowledge or skills Understands and can apply theoretical frameworks to their practice Is involved with curriculum development beyond the supervisory relationship Works with the department and/or provider to ensure a wide-range of learning opportunities is available e.g. simulation facilities, courses 	<p>3a. Courses attended or programmes undertaken, including face to face and online learning.</p> <ul style="list-style-type: none"> PG Cert in Workplace Based Postgraduate Medical Education at Edge Hill University - Module 1 Specific Trust/College/University/Online learning event referencing teaching skills <p>3b. GMC Trainee Survey Results and/or HEE (NW) visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>3c. Other Feedback from Trainees.</p> <ul style="list-style-type: none"> 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. <p>3d. 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</p> <p>3e. Feedback from colleagues Peer observation of teaching and /or written statements from department education lead/DME/TPD including reflections and personal development</p> <p>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.</p> <p>Evidence of involvement in Simulation where appropriate, e.g. sim-lab, NW Simulation network.</p>
<p style="text-align: center;">4 Enhancing Learning Through assessment</p>	<ul style="list-style-type: none"> Regularly observes the trainee’s performance and offers feedback Plans and/or monitors assessment activities Uses workplace-based assessments appropriately Provides feedback that is clear, focussed and aimed at improving specific aspects of trainee performance Ensures that the trainee participates in 360’ appraisal Supports the trainee in preparation for professional external examinations 	<ul style="list-style-type: none"> Ensures that workplace-based assessments are used effectively by juniors, consultant colleagues and the wider team Understands and can apply theoretical frameworks relevant to assessment to their and others’ practice Is involved in professional assessment activities beyond the supervisory relationship e.g. as an ARCP panel member or College examiner 	<p>4a. Courses attended or programmes undertaken, including face to face and online learning.</p> <ul style="list-style-type: none"> PG Cert in Workplace Based Postgraduate Medical Education at Edge Hill University - Module 1 Specific Trust/College/University/Online learning event referencing WPBA or other assessment techniques. <p>4b. GMC Trainee Survey Results and/or HEE (NW) visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>4c. Other Feedback from Trainees.</p> <ul style="list-style-type: none"> 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. <p>4d. Details of programmes, study schedules and timetables for trainees indicating assessment modes, patterns and relevance to learning. Must include reflections and development actions.</p> <p>4e. 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</p> <p>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</p>
<p style="text-align: center;">5 Supporting and Monitoring Educational Progress</p>	<ul style="list-style-type: none"> Agrees an educational contract at the outset of the training period Understands the curricula requirements of the specialty and stage of training Identifies learning needs and sets educational objectives Involves the trainee in the above processes 	<ul style="list-style-type: none"> Proactively seeks out opportunities for providing formal support and career development activities for trainees Establishes and/or evaluates schemes for monitoring trainee progress across the department/organisation 	<p>5a. Courses attended or programmes undertaken, including face to face and online learning.</p> <ul style="list-style-type: none"> PG Cert in Workplace Based Postgraduate Medical Education at Edge Hill University - Module 1 & 2 Specific Trust/College/University/Online/ Deanery learning event about educational supervision <p>5b. GMC Trainee Survey Results and/or HEE (NW) visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p>

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<p align="center">5 Supporting and Monitoring Educational Progress</p>	<ul style="list-style-type: none"> Reviews and monitors progress through regular timetabled meetings Ensures that appropriate records are kept in relation to trainee progress Uses the educational portfolio appropriately and encourages their use by trainees Provides a structured supervisor's report that discriminates between the trainee's strengths and areas of concern Provides continuity of supervision or ensures effective educational handover Responds efficiently and effectively to emerging problems of trainee progress Is aware of, and can access available support for the trainee in difficulty Understands their role and responsibilities within the educational governance structures of their local education provider, Deanery and College 	<ul style="list-style-type: none"> Involves themselves in external activities relevant to doctors in difficulty or career progression (e.g. GMC or ARCP panels, College committees) Involves themselves in recruitment to the training programme Involves themselves in the wider management of the training programme, e.g. training committee 	<p>5c. Other Feedback from Trainees</p> <ul style="list-style-type: none"> 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. <p>5d. Examples of meetings, records of trainee progress and learning plans (anonymised)</p> <ul style="list-style-type: none"> Evidence of Learning agreements, e.g. anonymised examples from trainee e-portfolio. Examples of educational supervisor's 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. <p>5e. 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.</p> <p>5f. Feedback from peers, e.g. relating to involvement in organisational/ professional activities Peer observation/feedback from TPD/DME. Must include reflections and development actions identified.</p> <p>5g. 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.</p>
<p align="center">6 Guiding Personal and Professional Development</p>	<ul style="list-style-type: none"> Provides a positive role model through demonstration of exemplary professional behaviours and relationships Has effective supervisory conversational skills Is able to set and maintain appropriate boundaries e.g. social/professional Understands when and where to refer on to other agencies e.g. occupational health, counselling, deanery careers unit Ensures that the trainee is aware of the requirements of, and participates in NHS appraisal Ensures that the trainee participates in multisource feedback Signposts the trainee to sources of career support 	<ul style="list-style-type: none"> Provides timely and appropriate career guidance and advice Demonstrates a willingness to remain a critical friend and mentor even after completion of training Understands the wider national context of professional development for doctors at all levels Can draw on a wide range of skills and techniques relevant to personal and professional development Provides support for other doctors/supervisors in relation to personal and professional development 	<p>6a. Courses attended or programmes undertaken, including face to face and online learning</p> <ul style="list-style-type: none"> PG Cert in Workplace Based Postgraduate Medical Education at Edge Hill University - Module 1 & 2 HEE (NW) 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/ Deanery learning event concerning careers support, mentoring & coaching <p>6b. GMC Trainee Survey Results and/or HEE (NW) visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>6c. Other Feedback from Trainees</p> <ul style="list-style-type: none"> 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. <p>6d. Examples of meetings, records, case studies (suitably anonymised). For example; Evidence of anonymised OH or HR referrals and involvement. Reflection on these events.</p> <p>6e. Examples of support, challenge and careers guidance provided to trainees (anonymised)</p> <p>6f. Feedback from peers, e.g. relating to involvement in organisational/ professional activities Peer observation/feedback from TPD/DME. Must include reflections and development actions identified</p>
<p align="center">7 Continuing Professional Development as an Educator</p>	<ul style="list-style-type: none"> Evaluates own supervisory practice e.g. through trainee feedback, peer observation Takes action to improve own practice on the basis of feedback received e.g. appraisal, informal feedback Maintains Good Medical Practice in line with Specialty and GMC requirements 	<ul style="list-style-type: none"> Actively seeks the views of colleagues through e.g. 360 appraisal, peer observation. Engages in programmes of educational development e.g., Training the trainers, Postgraduate Certificate, Masters Assists in the development of others as educators including trainees 	<p>7a. Courses attended or programmes undertaken, including face to face and online learning.</p> <ul style="list-style-type: none"> PG Cert in Workplace Based Postgraduate Medical Education at Edge Hill University - Module 1, 2 & 3. Specific Trust/College/University/Online/ learning refresher course on education/training. <p>7b. Results of GMC/Deanery/Specialty/Foundation Reports and Reflections. Must include description of actions implemented and outcome.</p>

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<p align="center">7 (cont.) Continuing Professional Development as an Educator</p>			<p>7c. Evidence of continued CPD.</p> <ul style="list-style-type: none"> • Involvement in educating others e.g. running workshops at relevant conferences or locally e.g. HEE (NW) 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. <p>7d. Results of 360 degree appraisal.</p> <ul style="list-style-type: none"> • 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. • Written reflection on any CS/ES experience of choice with development goals. <p>7e. New Certificates or qualifications obtained.</p> <p>7f. Critical comments on relevant books or articles read recently.</p>