

# HOW TO MAKE YOUR EDUCATIONAL APPRAISAL A SUCCESS AND PLEASURE!

## A. COMPLETING FORM 3 FOR YOUR APPRAISAL

WHAT FORM 3 SAYS:	WHAT IT MEANS...	...& DME ADVICE
<p><b>Roles, eg:</b></p> <ol style="list-style-type: none"> <li>1. <i>Educational Supervisor</i></li> <li>2. <i>Clinical Supervisor</i></li> <li>3. <i>XXXXX</i></li> </ol>	<p>These are your current recognised roles on TURAS.</p>	<p>If you don't agree with what's there, please contact the MED team on <a href="mailto:RoT@nhslothian.scot.nhs.uk">RoT@nhslothian.scot.nhs.uk</a></p>
<p><b>Section A: Educational Governance Requirements</b></p> <p><input checked="" type="checkbox"/> 1) <i>I have a GMC Licence to practise</i></p> <p><input checked="" type="checkbox"/> 2) <i>I have completed equality and diversity training as required by my employer. I am currently practising within the field(s) relevant to my training role(s)</i></p> <p><input checked="" type="checkbox"/> 3) <i>I have appropriate time allocated within my role</i></p>	<p>Section A requirements are 'self-declared' <input checked="" type="checkbox"/></p> <p>Provide evidence that Equality &amp; Diversity training is up-to-date (within three years).</p>	<p>You can complete an E &amp; D Course with LearnPro, STAR or CEP - please upload your certificate to this section.</p> <p>If you feel you don't have enough time allocated for training, discuss initially with your Clinical Director /AMD.</p> <p>If the situation remains unchanged, discuss with the Associate Medical Director for Medical Education (ADME) or DME.</p>
<p><b>Section B: Role-specific requirements</b></p> <p><input checked="" type="checkbox"/> By ticking the checkbox you confirm the following:</p> <p>4) <i>I understand the requirements of my role and how it fits with other educational and clinical role</i></p> <p>5) <i>I know how to get support if needed</i></p> <p>6) <i>I understand the curriculum and career stage of my students/trainees</i></p>	<p>Section B criteria are 'ticked' &amp; require evidence of completion (an introductory Trainer's Course or update in the past five years covers them).</p> <p>This needs to happen before you start your role.</p> <p>Options include: STAR modules or CEP or FDA workshops that cover your role(s). You can also use a SCOTS course if you completed it in the last 5 years.</p> <p>You should also have a discussion with your TPD/ FPD/ medical school lead to make sure that you understand your role(s) and responsibilities.</p> <p>Upload confirmation that you have completed this onto Form 3.</p>	
<p><b>Section C: Generic Trainer Skills</b></p> <p>You must provide evidence of an appropriate level of teaching development. For most trainers this will involve providing supporting information mapped to the GMC's framework areas.</p> <p><input checked="" type="checkbox"/> By ticking the checkbox, you confirm that you can meet the GMC framework areas and have uploaded supporting information:</p>	<p>Section C lists the <u>roles of a trainer</u> – all 7 are for an ES: 1 - 4 + 7 are for a CS (most in Lothian are both).</p> <p><i>Simplified, these are –</i></p> <ol style="list-style-type: none"> <li>1. <i>Close supervision</i></li> <li>2. <i>Learning environment</i></li> <li>3. <i>Teaching</i></li> <li>4. <i>Assessment</i></li> <li>5. <i>Appraisal &amp; e-portfolio</i></li> <li>6. <i>Providing guidance</i></li> <li>7. <i>Maintaining your own skills as a trainer</i></li> </ol>	

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- 1) *Ensuring safe and effective patient care through training*
- 2) *Establishing and maintaining an environment for learning*
- 3) *Teaching and facilitating learning*
- 4) *Enhancing learning through assessment*
- 5) *Supporting and monitoring educational process*
- 6) *Guiding personal and professional development*
- 7) *Continuing professional development (CPD) as an educator*

All require evidence to be uploaded (with all required areas to be covered before your next revalidation). Examples of good evidence are provided below, or refer to the Scottish Trainer Framework:

[www.scottishtrainerframework.org](http://www.scottishtrainerframework.org)

See also the attached Learning Resources list (pp.3-4) for on-line options or courses to develop your training year-on-year.

The MED team can always offer advice on what constitutes good evidence, or on anything else!

Please e-mail queries to:

[RoT@nhslothian.scot.nhs.uk](mailto:RoT@nhslothian.scot.nhs.uk)

*In summary, your uploaded evidence on Section 3 should include:*

**EQUALITY & DIVERSITY CERTIFICATE** (within past 3 years);

**INTRODUCTORY COURSE CERTIFICATE** (within past 5 years), or updated Course/modules;

**EACH FRAMEWORK AREA** which applies to your role should have at least one item of evidence (see over).

Feel free to discuss any of this with us prior to your Appraisal.

*\*\*NES will review the evidence in Scottish educational appraisals – 20% 'quality reviewed' each year\*\**

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## B. EXAMPLES OF SUITABLE EVIDENCE FOR THE SEVEN FRAMEWORK AREAS\*

### 1. Safe and Effective Patient Care:

- *Analysis of any critical incidents from your practice which involved students or trainees*
- *Rotas/timetables indicating supervision*

### 2. Learning Environment:

- *Teaching plans showing how you cater for diverse learning needs*
- *Records of departmental meetings where teaching is discussed*
- *Anonymised records of meetings with students/trainees to discuss improvements*
- *Ratings and/or comments from student or trainee feedback*
- *Your responses to student or trainee feedback*

### 3. Teaching and Learning:

- *Teaching plans and evaluations*
- *Feedback from observations of your teaching by a peer or mentor*
- *Multi-source feedback on your performance as a teacher/trainer*
- *Ratings and/or comments from student or trainee feedback*

### 4. Assessment:

- *Examples of any assessments you have devised for use in your area*
- *Anonymised examples of assessments you have conducted (you can retrieve these from the e-Portfolio)*

### 5. Supporting and Monitoring Progress:

- *Examples of any methods you use to establish learning needs*
- *Examples of educational objectives you have set*
- *Anonymised examples of records relating to a learner in difficulty*
- *Anonymised examples of agreed education plans*

### 6. Guiding Personal and Professional Development:

- *Examples of any printed or electronic materials you provide to students/trainees seeking guidance*
- *Anonymised examples of instances where you have provided advice or support*

### 7. Own Professional Development as an Educator:

- *Notes from your observation of a peer/junior delivering teaching*
- *Multi-source feedback on your performance as a teacher/trainer*
- *Records of agreed actions following teaching performance observations*
- *A personal development plan indicating key educational objectives and actions*

For any of the above, **further evidence** can be provided by any training you have attended in each area (e.g. a STAR or CEP module, see pp. 3 -5) or you could compose a half-page 'reflective account of practice', (e.g. how you dealt with an anonymised trainee in difficulty, or dealt with service pressures to promote training).

\* this is from the STF website, where there are further examples & Courses relevant to each framework area  
[www.scottishtrainerframework.org](http://www.scottishtrainerframework.org)

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## C. USEFUL RESOURCES FOR TRAINERS IN SCOTLAND

### 1. SCOTTISH TRAINER FRAMEWORK (STF)

<http://www.scottishtrainerframework.org>



This web-site has all you need to know about educational appraisal, evidence required for SOAR, training courses, etc.

#### Supporting Clinical Teachers and Trainers

*Welcome to the Scottish Trainer Framework (STF), an online resource designed to support all medical teachers and trainers working in Scotland, both undergraduate and postgraduate, whether working in primary, other community or secondary care settings.*

*The Framework is built around a number of competency statements mapped to various clinical and educational roles, which aim to help teachers and trainers to plan their personal and professional development as educators, whatever their role or career stage.*

*It also provides specific guidance for secondary care trainers requiring formal GMC recognition in Scotland.*

*Academic staff and GP tutors who have been told by their medical school that their role requires recognition should also consult the trainer recognition section.*

### 2. CLINICAL EDUCATOR PROGRAMME (CEP)

<http://sefce.net/cep>



SEFCE is a partnership between the three regional Health Boards in SE Scotland [Lothian, Fife, Borders], the SE Scotland Deanery of NHS Education for Scotland and the University of Edinburgh.

The Clinical Educator Programme (CEP) is recommended for clinicians wishing to fulfil the GMC requirements for Recognition and Approval of Trainers across South East Scotland. The Clinical Educator Programme (CEP) fulfils the GMC requirements for Recognition and Approval of Trainers and is aligned to the 7 Framework Areas.

Level 1 completion is recommended for named CS and Level 2 for named ES.

For further information access the above link to the website - no login is required to view.

### 3. SUPPORTING TRAINING APPRAISAL & REVALIDATION (STAR)

<https://www.mystar.org.uk/site/start/login.asp>



Another NES site which offers a range of useful modules which can augment basic training.

Modules available include:

- *Appraisal and Feedback: 1 & 2*
- *Careers Coaching*

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- *Doctors in Difficulty*
- *E-portfolio - a supervisor's guide to a NES portfolio*
- *Equality and Diversity*
- *Handover and referrals*
- *Induction - arranging this for trainees*
- *Supervised Learning Events -an introduction*
- *Supervision: the 'Named Clinical Supervisor'*
- *Teaching - Small Group*

### 4. LONDON DEANERY TRAINING MODULES

<http://www.faculty.londondeanery.ac.uk/e-learning>

#### LondonDeanery

Interesting, more advanced e-learning modules. You can register (free!) and print off a certificate of completion. Included are modules on:

- *Appraisal*
- *Assessing Educational Needs*
- *Careers Support*
- *Diversity, Equal Opportunities and Human Rights*
- *Effective Feedback*
- *eLearning in Clinical Teaching*
- *Facilitating Learning in the Workplace*
- *Improve Your Lecturing*
- *Managing the Trainee in Difficulty*
- *Setting Learning Objectives*
- *Simulation in Health Professions Education*
- *Small Group Teaching*
- *Structured Assessments of Clinical Competence*
- *Supervision*
- *Teaching Clinical Skills*
- *Workplace Based Assessment*

### 5. FACULTY DEVELOPMENT ALLIANCE (FDA)

<http://www.scotlanddeanery.nhs.scot/your-development/faculty-development-alliance/>



A NES site, accessible through the Scotland Deanery website.

The FDA has responsibility for the development and delivery of training for trainers in both primary and secondary care. Beyond the entry-level Trainer Workshop, it offers “Build on Your Skills” resources include courses, workshops, and e-learning.