Potential Examples of Evidence

What classes as “evidence”?

Both the GMC and the AoME have described generic evidence that can be presented to demonstrate competence and on-going development as a trainer. HENW has produced further guidance which gives specific ideas for the types of evidence you may collect. This 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.

<table>
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<th>Example of evidence across these Domains (this list is not exhaustive)</th>
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| 1 | **Ensuring Safe and Effective patient care through training** | | 1a. Courses attended or programmes undertaken including face to face and online learning.  
   - PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1  
   - Specific Trust/College/University/Online course referencing patient safety through learning.  
1b. GMC Trainee Survey Results and/or HENW 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.  
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  
1d. 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.  
1e. 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. |
| 2 | **Establishing and Maintaining an environment for learning** | | 2a. Courses attended or programmes undertaken, including face to face and online learning.  
   - PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1  
   - Specific Trust/College/University/Online learning event incorporating reference to the learning environment  
2b. GMC Trainee Survey Results and/or HENW 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.  
2c. 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 referencing the learning environment  
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. |

- 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  
- Uses educational interventions to enhance patient care  
- Involves trainees in service improvement  
- Involves patients as educators  
- 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  
- 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  
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<td>2 (cont.) Establishing and Maintaining an environment for learning</td>
<td>• 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</td>
<td>2e. Feedback from colleagues Written statements from department education lead/DME/TPD with evidence of reflection and personal development</td>
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<td>3 Teaching and Facilitating Learning</td>
<td>• 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.</td>
<td>3a. Courses attended or programmes undertaken, including face to face and online learning. - PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 Specific Trust/College/University/Online learning event referencing teaching skills</td>
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<td>4 Enhancing Learning Through assessment</td>
<td>• 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</td>
<td>3b. GMC Trainee Survey Results and/or HENV 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.</td>
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<td>• 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</td>
<td>3c. 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 &amp; trainee outcomes from ARCPs. Must include evidence of reflection and development actions.</td>
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<td>3d. Details of learning programmes, study schedules and timetables for trainees. 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.</td>
<td>3e. Feedback from colleagues Peer observation of teaching and/or written statements from department education lead/DME/TPD including reflections and personal development</td>
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<td>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.</td>
<td>3g. Other Feedback from Trainees.</td>
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<td>3c. Other Feedback from Trainees.</td>
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<td>3b. GMC Trainee Survey Results and/or HENV 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.</td>
<td>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.</td>
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<td>4a. Courses attended or programmes undertaken, including face to face and online learning. - PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 Specific Trust/College/University/Online learning event referencing teaching skills</td>
<td>4b. GMC Trainee Survey Results and/or HENV 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.</td>
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<td>• 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</td>
<td>4e. 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, reflection of face to face meetings with trainees, trainee logbooks &amp; trainee outcomes from ARCPs. Must include evidence of reflection and development actions.</td>
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<td>4d. Details of programmes, study schedules and timetables for trainees indicating assessment and personal development. 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.</td>
<td>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</td>
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<td>4g. Other Feedback from Trainees.</td>
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| 5      | Supporting and Monitoring Educational Progress | [bulleted list of competencies] | 5a. Courses attended or programmes undertaken, including face to face and online learning.  
- PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 & 2  
- Specific Trust/College/University/Online/ HENW learning event about educational supervision  
5b. GMC Trainee Survey Results  
and/or HENW visit and/or Trust/Speciality/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.  
5c. 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.  
5d. 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.  
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.  
5f. Feedback from peers, e.g. relating to involvement in organizational/ professional activities  
Peer observation/feedback from TPD/DME. Must include reflections and development actions identified.  
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.  |
| 6      | Guiding Personal and Professional Development | [bulleted list of competencies] | 6a. Courses attended or programmes undertaken, including face to face and online learning  
- PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 & 2  
- 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  
6b. GMC Trainee Survey Results  
and/or HENW visit and/or Trust/Speciality/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.  
6c. 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.  
6d. Examples of meetings, records, case studies (suitably anonymised). For example;  
Evidence of anonymised OH or HR referrals and involvement. Reflection on these events.  
6e. Examples of support, challenge and careers guidance provided to trainees (anonymised) |
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| 6 (cont.) Guiding Personal and Professional Development | • 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 | • 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 | 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 |
| 7 Continuing Professional Development as an Educator | 7a. Courses attended or programmes undertaken, including face to face and online learning.  
PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1, 2 & 3.  
Specific Trust/College/University/Online/ learning refresher course on education/training.  
7b. Results of GMC/HENW/Specialty/Foundation Reports and Reflections.  
Must include description of actions implemented and outcome.  
7c. 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.  
7d. 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;  
Review of feedback from educational supervisor reports, 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.  
7e. Written reflection on any CS/ES experience of choice with development goals.  
7f. New Certificates or qualifications obtained.  
7g. Critical comments on relevant books or articles read recently. |