

Potential objectives and examples of evidence Supplementary list for Educational Leaders

What classes as "evidence"?

This supplementary list is mapped against the AoME ES and CS domains to facilitate continuity between ES and CS recognition and senior Educator Appraisal. This list is not exhaustive, and some evidence may map against more than one domain. 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 practice.

*Text in **black type** shows objectives more relevant to LEPs. Those in **blue type** are more relevant to training programmes. Those with mixed colour apply to both.*

Domain	Objective	Examples of evidence across these Domains (not exhaustive or mapped to objectives)
1 Ensuring Safe and Effective patient care through training	Patient safety <ul style="list-style-type: none"> • All trainees have a named ES • All trainees have a named CS • All trainees are appropriately supervised • All rotas are EWTR compliant • There are universal appropriate handovers between shifts • Consent is only obtained by appropriate personnel • Any critical incidents or serious adverse events involving trainees handled promptly and sensitively 	<ul style="list-style-type: none"> • HEENW visit reports • GMC survey reports • Hours monitoring • Local audit • Local policy documents • Local audit • IR1 / critical incident summary reports • Multisource Feedback

	<p>Quality assurance / review & evaluation</p> <ul style="list-style-type: none"> • All trainees attend induction <ul style="list-style-type: none"> ○ Training programme ○ Trust ○ Departmental • All trainers & trainees complete GMC survey • All trainers & trainees attend HEENW monitoring visits & GMC visits as requested • Audit <ul style="list-style-type: none"> ○ Training programme ○ Trust ○ Dept • Annual report <ul style="list-style-type: none"> ○ Training programme ○ Trust ○ Dept 	<ul style="list-style-type: none"> • Local audit / outcome / M&M meeting reports • National reports (eg CQC) • GMC report • Local audit • Attendance records • HEENW visit reports • GMC survey / visit reports • Summary reports • Copies of documentation
--	---	--

Domain	Objective	Examples of evidence across these Domains (not exhaustive or mapped to objectives)
<p style="text-align: center;">2 Establishing and Maintaining an environment for learning</p>	<p>Equality & Diversity / Opportunity</p> <ul style="list-style-type: none"> ▪ All trainers & trainees undergo E&D training ▪ Any reports of bullying / racial or sexual discrimination handled fairly and sensitively ▪ Fair allocation to rotation <ul style="list-style-type: none"> ○ Less than full time (LTFT) trainees ○ Individual requirements addressed ▪ Up to date Trust / STC training data on website ▪ Recruitment and ARCP outcomes analysed by gender / ethnicity / LTFT trainee / place of qualification <p>Recruitment</p> <ul style="list-style-type: none"> ▪ Selection process meets best practice standards ▪ Adequate numbers and distribution of selectors from Trusts ▪ Satisfactory / appropriate appointments 	<ul style="list-style-type: none"> ▪ Attendance register/ database ▪ Medical director reports ▪ HEENW visit reports ▪ GMC reports ▪ Specialty audit ▪ Curriculum mapping ▪ Copy of data / web page ▪ Data summary reports ▪ Multisource Feedback ▪ Copies of selection process questions / indicators / scoring ▪ Database / attendance register of selector training ▪ Lay feedback ▪ No trainee complaints/ appeals ▪ Specialty audit ▪ ARCP outcome data ▪ No resignations from programme

Domain	Objective	Examples of evidence across these Domains (not exhaustive or mapped to objectives)
<p style="text-align: center;">3 Teaching and Facilitating Learning</p>	<p>Curriculum delivery (incl. assessment)</p> <ul style="list-style-type: none"> ▪ Blueprint curriculum to: <ul style="list-style-type: none"> ○ Overall programme ○ Individual placements ▪ Blueprint formal education programme to curriculum ▪ Satisfactory delivery of Educational Programme ▪ Satisfactory attendance at Educational Programme ▪ Each placement defines what it will deliver and what additional opportunities are available ▪ Appropriate assessments in each placement ▪ All trainees have LA for each post ▪ All trainees have an appropriate portfolio ▪ Regular feedback / appraisal takes place including end of placement report ▪ Appropriate study leave is available / easily utilised ▪ Satisfactory competence acquisition ▪ All trainees have NHS workplace appraisal ▪ Identify and define requirements for 'advanced' placements for remedial training 	<ul style="list-style-type: none"> ▪ Document copies ▪ Summary of feedback ▪ Summary attendance register ▪ Trainee timetables / logbooks ▪ Records of presentations, conferences, etc. ▪ "Training the trainers" ▪ Summary of feedback ▪ HEENW visit reports ▪ HEENW visit reports ▪ GMC reports ▪ ARCP documentation ▪ Specialty / Trust audit ▪ Appraisal documentation ▪ Specialty / Trust audit ▪ Specialty / Trust audit ▪ Document copies ▪ Multisource Feedback

Domain	Objective	Examples of evidence across these Domains not exhaustive or mapped to objectives)
<p style="text-align: center;">4 Enhancing Learning Through Assessment</p>	<p>Outcomes</p> <ul style="list-style-type: none"> ▪ All Foundation Trainees appointed to Specialty / GP training ▪ 95% ARCP / RITA outcomes 'satisfactory' ▪ 95% Specialty Trainee exam success at first sitting ▪ All Trainees achieve CCT ▪ No suspensions /significant GMC issues within 5 years of CCT 	<ul style="list-style-type: none"> ▪ Trust / HEENW Database ▪ HEENW records ▪ College feedback data ▪ Specialty / Trust audit ▪ HEENW records ▪ GMC reports ▪ Trust Medical Director report ▪ Multisource Feedback

Domain	Objective	Examples of evidence across these Domains (not exhaustive or mapped to objectives)
<p style="text-align: center;">5 Supporting and Monitoring Educational Progress</p>	<p>Management of education / training</p> <ul style="list-style-type: none"> ▪ Appropriate School / STC / Trust meeting structure (NACT defined) ▪ Appropriate definition / delegation of roles within School / STC / Trust (NACT defined) ▪ Appropriate management of study leave budget ▪ Policy for managing trainee in difficulty <p>Educational resources and capacity</p> <ul style="list-style-type: none"> ▪ Review training capacity and develop as required with HEENW ▪ All trainers & trainees have appropriate IT access / support ▪ Appropriate library facilities ▪ Appropriate secretarial support for those with education lead roles ▪ Relevant speciality specific resources available (<i>eg, clinical skills labs, endoscope cameras</i>) ▪ Audit trail of HEENW finance to Trust and to individual departments <p>Review of education targets / finance at directorate meetings</p>	<ul style="list-style-type: none"> ▪ Agenda / minutes of meetings ▪ Written 'constitution' ▪ Multisource Feedback <ul style="list-style-type: none"> ▪ Annual statements / balanced budget ▪ Policy document ▪ ARCP outcomes ▪ HEENW reports ▪ Trainee logbooks ▪ Defined trainer / trainee ratio ▪ Negligible NTN post vacancies ▪ Evidence of all trainees progressing to consultant appointment within 6 months of CCT ▪ HEENW visit reports ▪ GMC reports ▪ HEENW visit reports ▪ GMC reports

		<ul style="list-style-type: none">▪ Directorate minutes▪ HEENW visit reports▪ Directorate minutes
--	--	---

Domain	Objective	Examples of evidence across these Domains (not exhaustive or mapped to objectives)
<p style="text-align: center;">6 Guiding Personal and Professional Development</p>	<p>Trainer development & support</p> <ul style="list-style-type: none"> ▪ All ES appropriately trained ▪ All CS appropriately trained ▪ All ES and CS have defined appropriate time in job plan ▪ All trainers have an educational element to their annual appraisal ▪ All those with education 'lead roles' are formally selected and inducted to their role(s) ▪ All those with education 'lead roles' have an appropriate job description / job plan / annual educational appraisal ▪ Trust Education Centres should be appropriately resourced and staffed ▪ Peer review of trainers should be developed ▪ Specialties should encourage the development of trainee educators 	<ul style="list-style-type: none"> ▪ Database ▪ HEENW visit ▪ Appraisal documentation ▪ Selection documentation ▪ Appraisal documentation ▪ HEENW visit reports ▪ GMC reports ▪ Portfolio self-assessment / reflection ▪ Database of event / reports ▪ Attendance at HEENW / Edge Hill University PGCE module ▪ MEF appointment data ▪ Multisource Feedback

Domain	Objective	Examples of evidence across these Domains (not exhaustive or mapped to objectives)
<p style="text-align: center;">7 Continuing Professional Development as an Educator</p>	<p>Updating required knowledge/reading for APGD, HOS, TPD, DME, FPD, TSTL</p>	<p>Notes on: The Gold Guide (7th Edition) NACT – Provision of PGME at provider level</p> <ul style="list-style-type: none"> - Managing the Trainee in Difficulty - Supporting Educators <p>GMC</p> <ul style="list-style-type: none"> - Promoting Excellence 2015 - Implementation and Recognition of Trainers 2012 - QA framework - QA operational guide <p>Etc</p>

Glossary of Acronyms Used

AoME - Academy of Medical Educators
ARCP – Annual Review of Competence Progression
CCT – Certificate of Completion of Training
CPD – Continuing Professional Development
CQC – Care Quality Commission
CS – Clinical Supervisor
DME – Director of Medical Education
E&D – Equality and Diversity
ES – Educational Supervisor
EWTR – European Working Time Regulation
FPD – Foundation Programme Director
GMC – General Medical Council
HEE – Health Education England
HEENW – Health Education England North West
HOS – Head of School
IT – Information Technology
LA – Learning Agreement
LEP – Local Education Provider
LTFT – Less Than Full Time
MEF – Medical Education Fellows
M&M – Morbidity and Mortality
NACT – National Association of Clinical Tutors
NTN – National Training Number
PDP – Personal Development Plan
PGCE – Postgraduate Certificate in Education (Edge Hill course)
PGME – Postgraduate Medical Education
QA – Quality Assurance
RITA – Record of In-service Training and Assessment
SLE – Supervised Learning Events
STC – Specialty Training Committee
TPD – Training Programme Director
TSTL – Trust Specialty Training Lead
TTT – Training The Trainers
WBA/WPBA – Workplace Based Assessment