

Documents to help with the Educational Appraisal of non-training grade  
Obstetricians and Gynaecologists  
School of Obstetrics and Gynaecology, HEE Yorkshire & the Humber

Background

The GMC now publishes information about medical trainers on their medical register. They now formally recognise named post-graduate educational supervisors and named post-graduate clinical supervisors. Therefore, these roles should now form part of the annual appraisal process as 'whole scope of practice'.

All Local Education Providers (LEP) should now formally recognise the role of Educational Supervisors and these roles should be incorporated within individual job plans. The formal recognition of the role of Clinical Supervisors by LEPs is still variable.

The GMC has published criteria for trainer recognition, based on the Academy of Medical Educators professional standards (2014) for medical, dental and veterinary educators. The 7 areas in which recognised medical educators are required to provide evidence of ongoing professional development are listed below.

Below each criterion are suggestions of possible evidence you may wish to use to support that professional development. This list is not exhaustive, but these are the more easily accessible/common activities and so should not be onerous to collect. One activity may be used as evidence in more than 1 category. The more 'involved' in training and teaching you are, the easier it will be to collect the evidence.

1. Ensuring safe and effective patient care through training

- Active involvement in an Induction programme (evidence of the induction programme and feedback)
- Active involvement in departmental teaching, e.g. CTG training/review, Journal club meetings, etc.
- Supervising trainees undertaking audits, clinical guidelines etc.
- Setting MRCOG examination questions, writing StratOG modules, or writing TOG articles
- Teaching on a YMTP course
- Teaching on YMET
- Other formal post-graduate teaching event

## 2. Establishing and maintaining an environment for learning

- Feedback from trainees e.g. formal survey results/Educator MSF, thank you cards/letters etc.
- Formal feedback from teaching events given
- Supervising targeted training of a trainee e.g. trainee on adverse ARCP outcome or trainee involved in a significant clinical event (anonymised information)
- Improvement projects based on GMC National Trainees Survey results or local survey results
- Leading a clinical incident investigation and sharing the 'lessons learnt'
- Local 'workplace behaviour champion'
- Active involvement in improving multi-professional working and workplace conditions

## 3. Teaching and facilitating learning

- Active involvement in an Induction programme (evidence of the induction programme)
- Completion of workplace-based assessments (WPBAs) and log-books - completed 'ticket' request list
- Supervising audits, clinical guidelines etc.
- Active involvement in departmental teaching, e.g. CTG training/review, Journal club meetings, etc.
- Teaching on a YMTP course
- Teaching on YMET
- Setting MRCOG examination questions, writing StratOG modules, writing TOG articles etc.
- Other formal post-graduate teaching event (feedback)
- Evidence of undertaking a formal educational programme e.g. ATSM in Medical Education or higher degree

## 4. Enhancing learning through assessment

- Completion of WPBAs - completed 'ticket' request list
- Attendance at ARCPs – at document checking or as panel member
- Panel member at RCOG Sub-specialty training assessments
- Setting MRCOG examination questions, writing StratOG modules, writing TOG articles etc.
- Involvement in post-graduate examinations e.g. attendance at MRCOG Part 3 examinations, MRCOG examination standard setting meetings etc.
- Faculty member of MRCOG revision courses
- Assessments involving other professional bodies

## 5. Supporting and monitoring educational progress

- Attendance at ARCPs - at document checking or as a panel member
- Involvement in trainee recruitment e.g. ST 1, sub-specialty trainees etc.
- Supervising targeted training of a trainee e.g. trainee on adverse ARCP outcome or trainee involved in a significant clinical event (anonymised information)
- Involvement in post-graduate educational committees (local, regional or national) e.g. curriculum setting, MRCOG examination standard setting

## 6. Guiding personal and professional development

- Supervising targeted training of a trainee e.g. trainee on adverse ARCP outcome or who is involved in a significant clinical event (anonymised information)
- Providing pastoral support to a trainee in difficulty (anonymised information)
- Providing careers advice (anonymised information)
- Formal coaching of a trainee (anonymised information)
- Mentoring of a trainee (anonymised information)

## 7. Continuing CPD as a medical educator

- Evidence of attendance at educational events e.g. ES or TPD development days organised by HEE Y&H, the annual RCOG Medical Educators summit meetings etc.
- Formal medical education courses (including online courses) e.g. ATSM in Medical Education, diploma in clinical or medical education etc.
- Feedback from any teaching given – either from the delegates or peer-reviewed teaching
- Membership of professional education body e.g. Academy of Medical Educators, National Association of Clinical Tutors etc.

### Reference

Academy of Medical Educators

[https://www.medicaleducators.org/write/MediaManager/AOME\\_Professional\\_Standards\\_2014.pdf](https://www.medicaleducators.org/write/MediaManager/AOME_Professional_Standards_2014.pdf)

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