

West Midlands Deanery Trainers' Courses Development Group

Trainers' Competencies and Learning Outcomes

These competencies relate to the role of the GP Trainer as a teacher, and as employer of the GP Registrar. They do not constitute a complete set of trainer's criteria. The full list can be accessed at the Deanery Website: <http://www.wmdeanery.org/gp/home.asp>

A competent trainer:	Basic Level	Higher Level	Assessment
1 Establishes an educational climate in which the registrar can learn			
1.1 Applies the principles of adult learning in his/her teaching	The developing trainer is aware of a number of adult learning principles that can be applied to his/her teaching	The excellent trainer applies adult learning principles in his/her teaching and reflects on these	Provides evidence of how adult learning principles are applied or will be applied in his/her teaching
1.2 Understands pastoral support and provide it as appropriate.	The developing trainer (a) is aware that registrars may have needs, anxieties and aspirations which, though not part of a curriculum, nevertheless influence learning. (b) can distinguish clearly between the pastoral support that educators offer to learners, and eg the support that general practitioners offer to patients. (c) understands the need for tact and confidentiality	The excellent trainer has the skill to recognise pastoral issues, and to broach or respond to them when they are identified; understands how best to address them, and how to access support from others as appropriate.	Provides evidence, within appropriate bounds of confidentiality, of pastoral support

1.3 Helps the registrar to develop the skills for lifelong learning	The developing trainer demonstrates involvement in a variety of activities for keeping up to date		Provides evidence both of his/her own lifelong learning and that of the registrar by means of portfolios related to personal development plans
1.4 Ensures that the Primary Health Care Team supports the registrar in learning	The developing trainer ensures that the registrar spends time with several members of the Primary Health Care Team with the aim of exploring their roles	The excellent trainer is aware of the areas of expertise and teaching skills of the members of the Primary Health Care Team and will encourage their involvement in the registrar's educational programme	Provides evidence of reflection on a learning opportunity for the registrar involving a member of the Primary Health Care Team
2 Understands and applies effectively the principles of curriculum design			
2.1 Understands the knowledge, skills and attitudes required of an independent general practitioner	The developing trainer demonstrates, through everyday practice, an understanding of the knowledge, skills and attitudes as indicated in <i>Good Medical Practice</i>	The excellent trainer engages with the registrar in reflecting together on their individual knowledge, skills and attitudes as indicated in <i>Good Medical Practice</i>	Provides evidence of good practice as indicated in <i>Good Medical Practice</i> through NHS appraisal and revalidation
2.2 Works with the registrar to identify his/her learning needs	The developing trainer is aware of a range of methods of learning needs assessment suitable for use with the registrar	The excellent trainer selects from a variety of methods of needs assessment and employs them appropriately in a range of circumstances	Provides evidence of the effective use of methods of needs assessment by means of reflective evaluation

2.3 Negotiates with the registrar to prioritise learning objectives	The developing trainer is able to prioritise, by effective communication with the registrar, to identify his/her wants, needs, blind spots and weaknesses, is aware of the deadlines and other realities of the training year and can set objectives that are specific, measurable, achievable, relevant and timely. He/she is able to undertake a formal NHS appraisal of the registrar	The excellent trainer knows when to slow down or speed up the learning process, reviews at key stages in the year, is aware of the importance of balancing clinical diagnosis skills, communication skills, professional development, lifelong learning, self awareness and personal development, can direct the registrar's attention to future development beyond the registrar year and sets priorities within the context of <i>NHS Appraisal for Doctors in Training</i>	Provides evidence of learning plans from both registrar and trainer, documentation of negotiated shared priorities, of achieved learning objectives and documentation of completed <i>NHS Appraisal for Doctors in Training</i>
2.4 Produces with the registrar an educational programme	The developing trainer is aware of the steps needed to produce an educational programme with the registrar	The excellent trainer produces an educational programme with the registrar that reflects his/her approach to learning and the competencies of an independent practitioner	Provides evidence of an educational programme and the steps taken, or proposed to be taken, in developing it

3 Teaching and learning activities

3.1 Knows that people learn in different ways.

The developing trainer is aware that learners (including the trainer him/herself) learn in different ways, and can make basic distinctions between e.g. a preference for learning through reading, reflecting, discussing and doing etc.

The excellent trainer is familiar with the major parameters which have been suggested as ways of characterising learning styles: can identify and discuss the consequences of at least some of these parameters and can devise and deliver a range of learning materials designed to suit the individual. He/she can also distinguish between learning styles which are different but successful and poor learning behaviours which he/she should help the registrar to eliminate

Provides evidence of varied learning materials as ability to adapt teaching style to accommodate different learners

3.2 Is able to choose, plan, deliver and assess the effectiveness of appropriate learning activities

The developing trainer effectively matches learning activities to learning objectives in the use of a variety of learning activities

The excellent trainer shows flexibility in choosing different learning activities for different learners and incorporates information from a variety of sources to make a judgement on the effectiveness of teaching

Provides evidence of the use of a variety of learning activities and the methods by which he/she assesses their effectiveness

3.3 Is able to plan a learning opportunity taking into account activity, reflection, assessment and evaluation	The developing trainer plans a learning opportunity that is appropriate to the registrar's needs and can reflect on the educational process and outcome	The excellent trainer plans a learning opportunity involving a variety of teaching methods that reflect sensitivity to different learning styles. There is ongoing formative assessment of the registrar and the reflections of both teacher and registrar inform the content of subsequent sessions	Provides evidence of planning a learning opportunity demonstrating appropriate choice of method with reflection on and evaluation of the opportunity and of assessment of the registrar
3.4 Demonstrates effective use of a range of teaching methods	The developing trainer is aware of a range of teaching methods suitable for use with the registrar	The excellent trainer employs a range of teaching methods, and can justify the reason for their selection.	Provides evidence of the lesson planning process demonstrating flexibility of methodology and of effective use of these methods through registrar evaluation or video recording
3.5 Recognises and responds to the learning potential in all formal and informal situations	The developing trainer is aware of the learning potential in different formal and informal situations with the registrar	The excellent trainer demonstrates the ability to employ a range of appropriate responses in all formal and informal situations with the registrar. He/she can recognise and respond effectively at times when the registrar is facing uncertainty	Provides evidence of responding to learning opportunities for the registrar and demonstrates flexibility in these responses through evidence from video recording or evaluation
3.6 Demonstrates the teaching skills of active listening, use of silence, use of questions, discovery/action learning, feedback, reflection and summarising	The developing trainer is aware of these skills and is able to employ some of them in his/her teaching	The excellent trainer employs the whole range of teaching skills as appropriate for his/her teaching and can justify their selection.	Provides evidence of the effective use of these teaching skills in a tutorial by means of a critique of a video recording

4 Assessment and evaluation

4.1 Understands the role of assessment and evaluation in the educational cycle	The developing trainer appreciates the distinction between assessment and evaluation, is aware of regional and national assessment systems and uses feedback forms for registrar evaluation of his/her teaching sessions	The excellent trainer demonstrates his/her own openness to criticism and commitment to continuous improvement, produces evaluation forms for teaching sessions that show engagement by the registrar and provide useful data for planning further teaching	Provides evidence of completed documentation of registrar assessment, of the trainer's reflective diary on problems experienced assessing his/her registrar and can give examples of how past evaluations led to changes in his/her teaching
4.2 Knows that effective assessment both supports and informs teaching and learning and is a two way process between teachers and learners	The developing trainer recognises the differences between effective and ineffective assessments and the importance of assessing the learner, the teacher and the practice	The excellent trainer uses a range of formative and summative assessment strategies and can demonstrate how assessments have informed and supported the learning process for both trainer and registrar	Provides evidence of the assessments methods used and how they inform the learning process for both registrar and trainer
4.3 Understands basic concepts in assessment and evaluation.	The developing trainer can describe and discuss issues such as wants and needs; formative and summative assessment; validity and reliability; peer and criterion referencing.	The excellent trainer can explain key distinctions and recognise their significance in the assessment evaluation process.	Provides evidence of competent evaluation of own teaching and of formative and/or summative assessments undertaken
4.4 Acts on the outcomes of assessment in a fair and rigorous way and uses all appropriate and available resources within and beyond the practice	The developing trainer makes use of a variety of assessment resources within and beyond the practice	The excellent trainer is able to select appropriate assessment tools in response to the registrar's stage of development and can analyse and respond to the outcomes of the assessment process in a fair and rigorous way	Provides evidence of the selection and use of appropriate assessment methods and of fair and rigorous responses to their outcomes

<p>4.5 Is able to advise the registrar on sources of information on external assessments and to supervise the progress towards them</p>	<p>The developing trainer is familiar with the process of and current regulations for summative assessment and supervises the registrar's progress towards satisfactory completion. He/she can direct the registrar to sources of information on the examination for Membership of the Royal College of General Practitioners</p>	<p>The excellent trainer is familiar with the educational criteria of the Deanery and the Royal College of General Practitioners, the standards required by them and the process by which these standards are measured. This knowledge will inform the supervisory process</p>	<p>Provides evidence of a reflection on his/her supervision of a registrar through an external assessment</p>
<p>4.6 Uses a range of evaluative techniques</p>	<p>The developing trainer is aware of the place of evaluation in the learning cycle, and knows of more than one method of evaluating his/her teaching</p>	<p>The excellent trainer can use a range of evaluation techniques, and justifies why a particular method is most appropriate</p>	<p>Provides evidence of effective evaluation, and demonstration of changes that have occurred in his/her teaching as a result of evaluation</p>
<p>4.7 Is able to reflect, critically analyse and apply information from evaluation to develop their teaching</p>	<p>The developing trainer demonstrates an understanding of how to change his/her teaching as a result of reflection on evaluation of the teaching</p>	<p>The excellent trainer is able to develop more than one option in changing teaching methods as a result of analysis of evaluation of his/her teaching</p>	<p>Provides evidence of change in teaching methods as a result of evaluation</p>

5 Trainer development

5.1 Is able to show that, over the previous year, he/she participated in, reflected on and developed from a variety of learning activities related to his/her personal development plan

The developing trainer has a personal development plan that includes a section devoted to his/her role as a trainer

The excellent trainer has a personal development plan that identifies specific learning objectives in response to needs from his/her role as a trainer and shows evidence of having achieved them. He/she will also have encouraged the registrar to produce a personal development plan

Provides evidence of effective learning as a result of a personal development plan and can demonstrate changes that have occurred in his/her development as a trainer

6 Employment and Management Issues

6.1 Has up to date knowledge of contractual issues relating to the appointment and employment of GP Registrars

The developing trainer knows where employment and contractual information can be accessed from the Deanery Website

The excellent trainer has a clear understanding of the process of appointment of GP Registrars, and works with the practice manager to ensure the smooth, transparent and accurate administration of employment.

Provides evidence through (for instance) a checklist which demonstrates understanding of relevant issues. Has ability to stay up to date through familiarity with the Deanery Website.
