**Framework for the Appraisal of Senior Medical Educators**

**Medical appraisal**

Medical appraisal is a process of facilitated self-review supported by information gathered from the full scope of a doctor’s work. Medical appraisal can be used for four purposes:

1. To enable doctors to discuss their practice and performance with their appraiser in order to demonstrate that they continue to meet the principles and values set out in *Good Medical Practice* and thus to inform the responsible officer’s revalidation recommendation to the GMC;
2. To enable doctors to enhance the quality of their professional work by planning their professional development;
3. To enable doctors to consider their own needs in planning their professional development; and may also be used
4. To enable doctors to ensure that they are working productively and in line with the priorities and requirements of the organisation they practise in.

**Educational appraisal**

It is the responsibility of the Postgraduate Dean to ensure that all senior educators have their educational work appraised annually.

The educational appraisal should be a discrete part of the employer appraisal and job planning**,** informing NHS appraisal as part of the full scope of a doctor’s work. This framework is designed to assist the appraisee in the context of their educational role to identify supporting evidence for the role and to consider their development needs with their appraiser.

This framework should be used to support the educational appraisal of senior educators, including Heads of School and Training Programme Directors. For Heads of Schools, the educational appraisal is best undertaken with the Postgraduate Dean or their Deputy; the completed form can then be taken to the NHS appraisal. For Training Programme Directors educational appraisal will normally be undertaken by their Head of School.

The educational appraisal will consist of three sections:

1. Identification of main achievements, successes, challenges and areas for improvement within the context of the educational role and linked to the AoME professional standards framework (see appendix 1), incorporating the values of the NHS Constitution, with supporting evidence, as appropriate;
2. A developmental discussion to identify educational objectives for the next year. These may relate to either the educational role or be personal objectives. Objectives should be SMART, i.e. Specific, Measurable, Achievable, Realistic and Timely; and
3. A summary of the review of educational activities and goals.

Section 1 of the framework should be completed prior to the appraisal meeting and sent to the appraiser at least one week prior to the appraisal meeting for review.

Copies of the completed appraisal form should be retained by the Postgraduate Dean, the Appraisee and the NHS appraiser.

**Appraisal Framework for Senior Medical Educators**

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| **Name of Appraisee** |  |
| **Role, including specialty** |  |
| **Number of trainees in Programme(s)** |  |
| **Other roles** |  |
| **Date of appointment** |  |
| **Appraiser** |  |
| **Appraisal year** |  |
| **Date of appraisal** |  |

**Section One: Achievements, Successes, and Challenges in your educational role**

*In this section you should describe in the context of your educational role your main achievements since your last appraisal. These should be linked to the AoME Professional Standards Framework. Discuss any changes that may have affected your role and any high points, as well as thinking about things that could have been better.*

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| **What have been your main achievements this year in your educational role?**  *Please indicate how your achievements link to the AoME professional standards framework (see appendix 1) and provide any supporting evidence as appropriate* |
| **Personal**  **AoME Domain 1**  Design and planning of learning activities  **AoME Domain 2**  Teaching and supporting learners  **AoME Domain 3**  Assessment and feedback to learners.  **AoME Domain 4**  Educational research and evidence based practice.  **AoME Domain 5**  Strategic development  **Review of Postgraduate School Activities**  *Please submit as part of your appraisal your completed ASDP form and your annual School report for your Royal College, as well as any other summary quality information that informs the development of your Postgraduate School. Please also reflect on your leadership of your school and its engagement with HEEoE and HEE.* |

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| **What are you most proud of?** |
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| **What have the challenges of the role been?**  *Include aspects of your role that have been affected by change, either organisational and/or personal, as well as things that may have been done differently/better* |
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| --- | --- | --- |
| **How have you made progress against your previous educational objectives?** | | |
|  | **Previous objective** | **Progress made** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |

**Section Two: Developmental Discussion at the Appraisal**

*The developmental discussion between the appraiser and appraisee should aim to identify educational objectives for the next year. These may relate to either the educational role or be personal objectives that focus on the educational development of the individual within their role.*

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| **What would you like to achieve in your educational role in the future?** |
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| **Are there national strategic (HEE) directives or Mandate deliverables that need to be met?** |
| *We are meeting current deliverables.* |

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| **Opportunities and Constraints**  *This section should record opportunities for the educator as well as any foreseeable constraints that might affect their future development or development of the role.* | | | |
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| **Educational objectives (SMART)** | | | |
|  | **Objective** | **Outcome** | **Timeframe** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |

**Section Three: Summary of review of educational activities and goals**

*This section is about summarising the educational component of appraisal and is an opportunity for appraiser and appraisee to add any additional comments.*

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| **Overall Performance Summary:** |
| **Appraiser Comments** |
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| **Appraisee Comments** |
|  |

We agree that the above is an accurate summary of the educational element of the appraisal discussion and agreed action, and of the agreed personal educational development plan.

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| --- | --- |
| **Appraiser signature** |  |
| **Date** |  |

Additionally I also confirm my participation in NHS Revalidation ready appraisal and that I have annual appraisal to the satisfaction of my Responsible Officer.

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| **Appraisee signature** |  |
| **Date** |  |

**Appendix 1**

**Academy of Medical Educators Professional Standards Framework**

Achievements in your role as an educator should be considered in the context of this framework, which forms the structure for the GMC recognition and approval of trainers. Where appropriate and relevant you should indicate links between your achievements and this framework, recognising you may not link to all the domains on an annual basis. There may also be crossover with other aspects of your NHS appraisal and this can be referenced.

The following is a brief overview but please refer to the [Academy of Medical Educators (AoME) Professional Standards Framework](http://www.medicaleducators.org/index.cfm/linkservid/180C46A6-B0E9-B09B-02599E43F9C2FDA9/showMeta/0/) for more detail and guidance.

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| **AoME Professional Standard** | **Descriptor** | **Suggested examples to link with achievements** |
| **Core Values:** | Values and Personal Development as a clinical educator and the core values of Good Medical Practice and the NHS Constitution. | Personal reflective log  Feedback such as MSF, compliments, complaints, significant event analysis |
| **Domain 1:**  Design and planning of learning activities | Demonstrate how you assess learning needs, facilitate appropriate provision and evaluate activities | Example(s) of facilitation of, or contribution to developing, learning activities such as faculty development days. Include evaluations if available. |
| **Domain 2:**  Teaching and supporting Learners | Demonstrate how you deliver an appropriate learning environment and facilitate a range of teaching resources | Link to quality management activity and strategies put in place to share good practice and support quality improvement.  Use of innovative funds for school development |
| **Domain 3:**  Assessment and Feedback to learners | Demonstrate how you utilise assessment of learners and give feedback | Delivery of curricular based assessment processes  ARCP process training and participation  Appeal panel chair/ member  Support for trainees |
| **Domain 4:**  Educational research and evidence-based practice | Demonstrate awareness of the evidence base in medical education and the ability to critically evaluate literature | Describe any involvement in educational research or peer review |
| **Domain 5:**  Educational Management and Leadership | Demonstrate awareness of educational governance, quality assurance, resource management and strategic development | Describe your involvement in these activities for your specialty. |